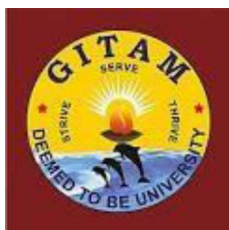# GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISAKHAPATNAM* HYDERABAD* BENGALURU

Accredited by NAAC with A[+] Grade

REGULATIONS AND SYLLABUS

of

Bachelor of Arts

in

History

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

Academic Regulations

Applicable for the Undergraduate Programmes in the faculties of

Engineering, Humanities, Management, and the Sciences

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

Program Outcomes

The overall objectives of the Learning Outcomes-based Curriculum for History degree are:

- To impart the basic knowledge of history and historical studies.

- To develop the students with a comprehensive understanding of theories and practices within humanities and social sciences.

- To analyse and evaluate various aspects of tradition and thinking within the society.

- To ensure that student will demonstrate critical and analytical thinking skills about the issues of contemporary relevance.

- To enable students to acquire knowledge with human values and face the world with courage and humanity.

Program Specific Outcomes

The key outcomes planned in this undergraduate programme in History are underpinned as follows: After completing this undergraduate programme, a learner:

- Shall acquire fundamental knowledge of history and related study area.

- Shall acquire the knowledge related to history and historical studies.

- Shall be competent enough to undertake various competitive jobs like UPSC or higher education and research.

- Shall be able to enhance the ability of leadership.

- Shall become socially responsible citizen with global vision.

- Shall be able to understand the past in the context of present and associate and develop the future with the changing society.

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*
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
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Softskills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Softskills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Softskills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Softskills 4)	0	0	2	0	0	1
VEDC1001	1	Venture Development	0	0	0	2	0	2
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
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*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
MFST1001	1	Health and Welbeing#	0	0	2	0	0	1*
CLAD20XX	2	Softskills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Softskills 6A/6B/6C	0	0	2	0	0	1
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*

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

Softskills courses 5 and 6

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

			L	T	P	S	J	C
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 club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of 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	Pre-requisite	L	T	P	S	J	C
	1	Critical Thinking and Analysis	None	4	0	0	0	0	4
LANG1041	1	Academic Writing	Critical Thinking and Analysis	4	0	0	0	0	4
	1	Digital Humanities	None	4	0	0	0	0	4
		Total Credits							12

Major Core (MC)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Ancient India	None	3	0	0	0	0	3
	1	History of Medieval India-1 (1206-1526)	Ancient India	3	0	0	0	0	3
	1	Epidemics in Indian History	None	4	0	0	0	0	4
	1	Women in Indian History	None	3	0	0	0	0	3
	2	History of Medieval India - 2 (1526-1750)	History of Medieval India 1	3	0	0	0	0	3
	2	Modern History	None	3	0	0	0	0	3
	2	Glimpses of World History	None	3	0	0	0	0	3
	2	Indian National Movement	None	3	0	0	0	0	3
	3	India after Independence	None	4	0	0	0	0	4
	3	Science and Technology in India-A Historical	None	3	0	0	0	0	3
	3	Research Methodology in History	None	4	0	0	0	0	4
		Internship / Project		0	0	0	0	5	5
		Total Credits							41

Major Elective (ME)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C	Credits for Electives
	3	Introduction to Environmental History	None	4	0	0	0	0	4	
	3	History of Medieval Europe	None	4	0	0	0	0	4	4
	3	History of Gender and Development	None	4	0	0	0	0	4	
	3	History of Legal system in Ancient And Medieval India	Ancient India, Medieval India	4	0	0	0	0	4	4
	3	New Social Movements	None	4	0	0	0	0	4	
	3	History of Indian Cinema	None	4	0	0	0	0	4	4
	3	Religion and Religiosity in India	Modern History	4	0	0	0	0	4	
	3	History of Legal system in Modern India	Modern History	4	0	0	0	0	4	4
		Total Credits								16

Minors from other Departments

Economics

Course Code	Level	Course Title	Prerequiste	L	T	P	S	J	C
	1	Microeconomic Theory	None	3	0	0	0	0	3

	1	Macroeconomic Theory	None	3	0	0	0	0	3
	2	Theory of Public Finance	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Development Economics	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	International Economics	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Indian Economy-I	Theory of Public finance, Development Economics, International Economics	3	0	0	0	0	3
	3	Indian Economy-II	Indian Economy-I	3	0	0	0	0	3
	3	History of Economic Thought	Theory of Public Finance, Development Economics, International Economics	3	0	0	0	0	3
		Total Credits							**24**

Political Science

Course Code	Level	Course title	Pre-requisite	L	T	P	S	J	C
POLS1011	1	Introduction to Politics	None	3	0	0	0	0	3
POLS1031	2	Western Political Thought 1	None	3	0	0	0	0	3
	2	Western Political Thought 2	Western Political Thought 1	3	0	0	0	0	3
	2	Indian Political System	None	3	0	0	0	0	3
	2	International Relations	None	3	0	0	0	0	3
	2	Political Theory	Western Political Thought 1 & 2	3	0	0	0	0	3
	3	Comparative Politics	None	3	0	0	0	0	3
	3	Public Administration	None	3	0	0	0	0	3
		Total Credits							**24**

Psychology

Course code	Level	Course title	Prerequiste	L	T	P	S	J	C
	1	Introduction to Psychology	None	3	0	0	0	0	3
	2	Social Psychology	None	3	0	0	0	0	3
	2	Experimental Psychology	Introduction to Psychology	1	1	2	0	0	3
	2	Understanding Psychological Disturbances	Introduction to Psychology	3	0	0	0	0	3
	2	Lifespan Development	Introduction to Psychology	3	0	0	0	0	3
	3	Psychological Assessment	Experimental Psychology	2	0	2	0	0	3
		Counselling Psychology	Understanding Psychological Disturbances	3	0	0	0	0	3
	3	Yoga and Welbeing	Introduction to Psychology	1	1	2	0	0	3
		Total Credits							**24**

Sociology

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
SOCY1001	1	Introduction to Sociology 1	None	3	0	0	0	0	3
SOCY1011	1	Introduction to Sociology 2	None	3	0	0	0	0	3
	2	Classical Sociological Thought	Introduction to Sociology 1	3	0	0	0	0	3
	2	Sociology of Religion	Introduction to Sociology 1 &2	3	0	0	0	0	3
	3	Political Sociology	Classsical Sociological Thought	3	0	0	0	0	3
	3	Science, Technology and Society	Classical Sociological Thought & Sociology of Religion	3	0	0	0	0	3
	2	Sociology of Gender		3	0	0	0	0	3
	3	Economic Sociology		3	0	0	0	0	3
		Total Credits							**24**

Kuchipudi Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	0	0	0	0	3
	1	Introduction to Kuchipudi	None	2	0	2	0	0	3
	2	Intermediate Kuchipudi	Introduction to Kuchipudi	2	0	2	0	0	3
	2	Advanced Kuchipudi	Intermediate Kuchipudi	2	0	2	0	0	3
	2	Sāttvikabhinaya Kuchipudi	Advanced Kuchipudi	2	0	2	0	0	3
	3	Kuchipudi Performance	Advanced Kuchipudi	2	0	2	0	0	3
	3	Improvisation in Kuchipudi	Sāttvikabhinaya Kuchipudi	2	0	2	0	0	3
	3	Cross-cultural Dance Studies	Introduction to Indian Dance	3	0	0	0	0	3
Total Credis									24

Mohiniyattam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Mohiniyattam	None	2	0	2	0	0	3
	2	Intermediate Mohiniyattam	Introduction to Mohiniyattam	1	0	4	0	0	3
	2	Advanced Mohiniyattam	Intermediate Mohiniyattam	1	0	4	0	0	3
	3	Sattvikabhinaya in Mohiniyattam	Advanced Mohiniyattam	2	0	2	0	0	3
	3	Mohiniyattam Performance	Advanced Mohiniyattam	1	0	4	0	0	3
	3	Improvisation in Mohiniyattam	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		Total Credits							24

Bharatanatyam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Bharatanatyam	None	2	0	2	0	0	3
	2	Intermediate Bharatanatyam	Introduction to Bharatanatyam	1	0	4	0	0	3
	2	Advanced Bharatanatyam	Intermediate Bharatanatyam	1	0	4	0	0	3
	3	Sattvikabhinaya in Bharatanatyam	Advanced Bharatnatyam	2	0	2	0	0	3
	3	Bharatanatyam Performance	Advanced Bharatanatyam	1	0	4	0	0	3
	3	Improvisation in Bharatanatyam	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		Total Credits							24

Indology

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indology	None	3	0	0	0	0	3
	1	Vedic Literature and Mythology	None	3	0	0	0	0	3
	2	Religion and Religiosity in India	Vedic Literature and Mythology	3	0	0	0	0	3
	2	Introduction to Indian Philosophy	Religion and Religiousity in India	3	0	0	0	0	3
	2	Introduction to Temple Architecture and Iconography	Introduction to Indology, Introduction to Indian Philosophy	3	0	0	0	0	3
	2	Ancient Indian Social Structure	Indian Philosophy	3	0	0	0	0	3
	3	Ancient Indian Knowledge Systems	Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian Social Structure	3	0	0	0	0	3
	3	Global Indian Culture and Folk studies	Introduction to Indology, Ancient Indian Knowledge Systems	3	0	0	0	0	3
		Total Credits							24

Visual Communication

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Visual Communication	None	3	0	0	0	0	3

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Visual Arts	None	1	0	4	0	0	3
	2	Fundamentals of Graphic Designs	None	1	0	4	0	0	3
	2	Photography	None	1	0	4	0	0	3
	2	2D Animation	None	1	0	4	0	0	3
	2	Audio Production	None	1	0	4	0	0	3
	3	Television broadcasting	None	2	0	2	0	0	3
	3	Visual Media Editing	None	1	0	4	0	0	3
		Total Credits							24

Mass Communication

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Introduction to Mass Communication	None	3	0	0	0	0	3
	1	Film Appreciation	None	2	0	2	0	0	3
	2	Graphic Design for Mass Media	None	1	0	4	0	0	3
	2	Photojournalism	None	1	0	4	0	0	3
	2	Media Law & Ethics	None	3	0	0	0	0	3
	2	Digital Film Making	None	1	0	4	0	0	3
	3	Foundational Concepts of Media Studies	None	2	0	2	0	0	3
	3	Digital Marketing	None	2	0	2	0	0	3
		Total Credits							24

Carnatic Music

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Music	None	2	0	2	0	0	3
	1	Carnatic Music I	Introduction to Music	0	0	3	0	0	3
	1	Carnatic Music 2	Carnatic Music 1	2	0	2	0	0	3
	2	Compositions in Carnatic Music	Carnatic 2	0	0	4	0	0	3
	2	Carnatic and other Musical Forms	Compositions in Carnatic Music	2	0	2	0	0	3
	2	Other Music Compositions	Carnatic and other Musical Forms	0	0	4	0	0	3
	3	Other Composers	Other Music Compositions	2	0	2	0	0	3
	3	Performing Carnatic Music	Other Composers	2	0	2	0	0	3
		Total Credits							24

Credit Distribution

Stream	Credits	Percentage
University C	12	10%
Faculty Cor	12	10%
Program co	41	34%
Program El	16	13%
Minor	24	20%
Open Electi	15	13%
Total Credi	**120**	**100%**

CSEN1001: IT Productivity Tools

L	T	P	S	J	C
0	0	2	0	0	1*

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 Objectives
- to enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.

- to involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.

- to create awareness in analysing data using pivot tables, query manager etc.

- to create awareness in composing emails, mail merge, e-mail merge etc.

- to provide the exposure to work with collaborative tools.

List of Experiments

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

Text Books:
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/
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274

References/Online Resources

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

- Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
- Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
- Perform basic calculations / retrieve data / createpivot tables / chart using a spreadsheet application.
- Create simple diagrams / charts using online tools like: www.draw.io .
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

LANG1001: Communication Skills in English - Beginners

L	T	P	S	J	C
0	0	4	0	0	2*

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 Objectives

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

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

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

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

List of Activities & Tasks for Assessment

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

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

References
1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninhum, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambrdige Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP
6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reaing, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP . Intermediate. CUP.

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

Course Outcomes
- 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)
- 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)

- 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)
- 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)

- 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)

LANG1011: Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

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 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's Taxonomy Level/s: 2 & 3)

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 context (i.e. Identifying the situation and different roles and enacting their roles)

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 and family 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 mak2 individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and 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. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambrdige Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxfor: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

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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
- 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)

- "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)"

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

- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of 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)

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

LANG1021: Advanced Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

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

1. 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)

2. 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)

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)

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 long text/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 reflection and brief presentation of thoughts/ideas/opinions on the theme of 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 argumentative essays).	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	Collborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presnetation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of 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 scafolding though open-house discussion, Note-making (Group work), Group Discussion (free), post perfromance discussion, Feedback	2

9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disgreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of 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/celebrataions/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-relfection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambrdige 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 toParagraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunninghum, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

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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
- 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)
- 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/widely accepted conventions. (Bloom's Taxonomy Level/s: 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)
- 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)
- 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)

CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

1. 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.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

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 IneffectiveTeams, 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
	Total Hours	30

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

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

CLAD1011: Leadership Skills & Quantitative Aptitude
(Soft Skills 2)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

1. Learn and apply, through different individual and group activities, different ideas and skills to communicate in a positive and impressive manner.

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

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

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

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 Communication.* Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	5
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, Problems on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications	3
	Total Hours	30

Course Outcomes

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

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

CLAD1021: Verbal Ability & Quantitative Ability
(Soft Skills 3)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc
2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
3. 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.
4. 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.

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

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

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

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

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

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

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

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

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

CLAD1031: Practicing Verbal Ability & Quantitative Aptitude
(Soft Skills 4)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

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

Course Objectives:

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

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

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

4. 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)

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

Course Outcomes:

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

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

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

4. Solve problems in Mental Ability and Algebra

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

VEDC1001: Venture Development

L	T	P	S	J	C
0	0	0	2	0	2

Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:
1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

Course Objectives

Students will have the opportunity to:
- Discovery who you 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 actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

Course Materials

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings

- Additional videos, including case studies and customer interviewing methods.

Expectations of you in the classroom: Each student is <u>expected</u> to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavilydependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

Late assignments: Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

Presentation: Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

Time spent outside of class: The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

<u>Group Project Overview</u>
This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

<u>Talking to customers</u> is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.
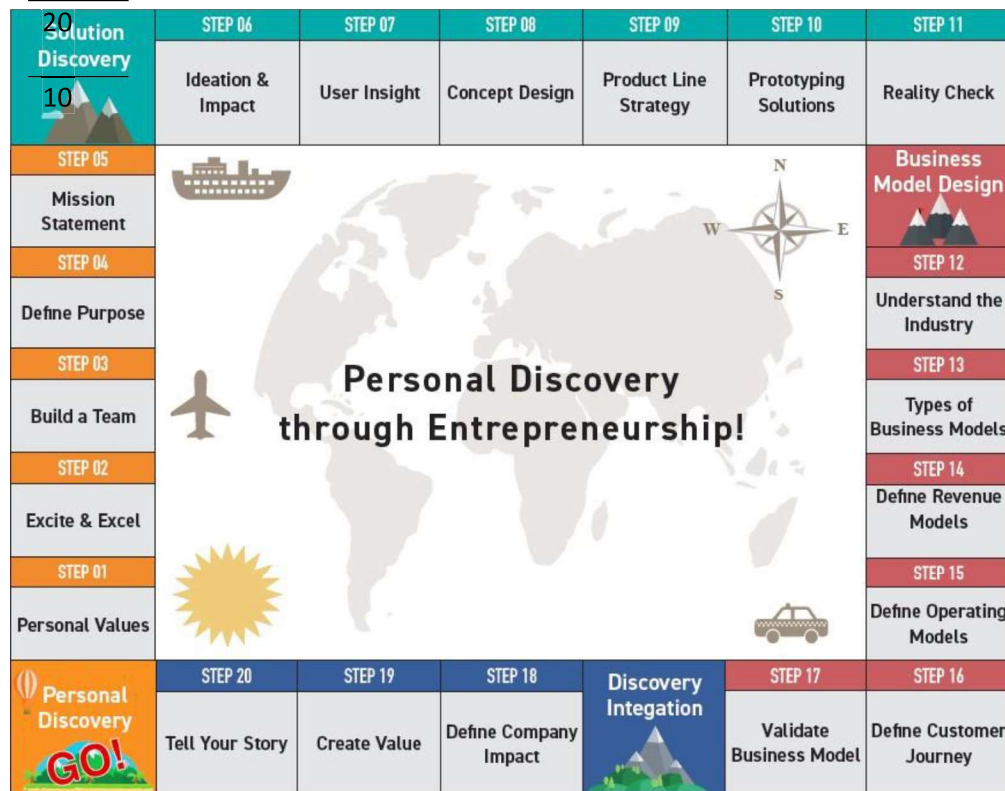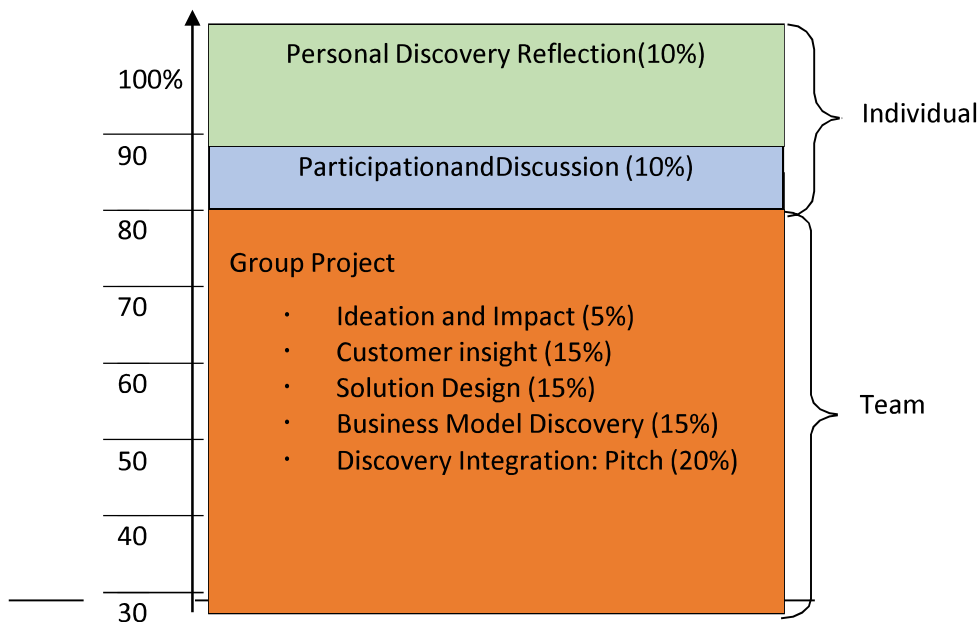"<u>Design</u>" is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

<u>Business modeling</u> is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that can be made for each unit sold. We keep it simple – so should you.

For <u>the final outcome</u>, you will be required to come up with Pitch that can used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give

you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

Project Components and Grading

	STEP 06	STEP 07	STEP 08	STEP 09	STEP 10	STEP 11
Solution Discovery	Ideation & Impact	User Insight	Concept Design	Product Line Strategy	Prototyping Solutions	Reality Check
STEP 05 Mission Statement						Business Model Design
STEP 04 Define Purpose						STEP 12 Understand the Industry
STEP 03 Build a Team		Personal Discovery through Entrepreneurship!				STEP 13 Types of Business Models
STEP 02 Excite & Excel						STEP 14 Define Revenue Models
STEP 01 Personal Values						STEP 15 Define Operating Models
Personal Discovery GO!	STEP 20 Tell Your Story	STEP 19 Create Value	STEP 18 Define Company Impact	Discovery Integation	STEP 17 Validate Business Model	STEP 16 Define Customer Journey

[20 Steps and activities in this course]

Deliverables
There are a number or different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the

class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates.Rather,different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

Specific Deliverables

Ideation and Impact Hand-in Package: 5% of total grade
clearly written, with a one-page explanation for the team's decision
- Problem to Solve Templates, Step 4, Page 62 and 63
  (with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

Customer Interviews and Insight Hand-in Package: 15%
(1st Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78,plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do you customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

Concept Design (and Test) Hand-in Package: 15%

- Customer Value Proposition Template: Step 8, Page 107. This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates:Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144
  (You can use more than 2 pages for reporting the results.)

Business Model Design Hand-in Package: 15%
- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170
  (Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187
- Customer Journey Template: Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

Discovery Integration Hand-in Package: 20%
- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template: Step 19, Page 229
- Your Venture Story Pitch: Step 20(PowerPoint)
- Overall Pitch Design Template:Page 264
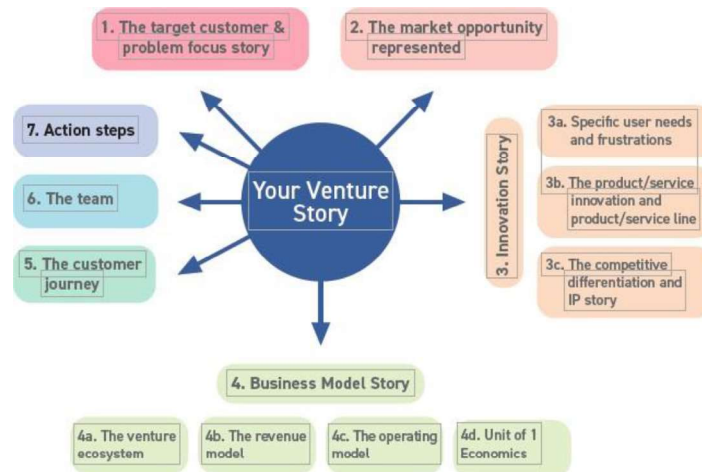
Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch.The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are toocomplex to present to outside people who have not taken the course. Therefore, design thispitch as if you presenting to a new set of investors.

And don't forget to add an attractive title page with your team members names and email addresses!You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

Individual Innovation Assignments

You will be required to submit two Reflection Journalsas well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

(1)   Personal Discovery Reflection Journal (10%)
At the beginning of this semester, you will have a time to think about your self (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, yourcareer, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

(2)   Insight Learning Reflection Journal (10%)
At the end of this semester, you are to prepare a short reflection of impressive sessions aswell as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.
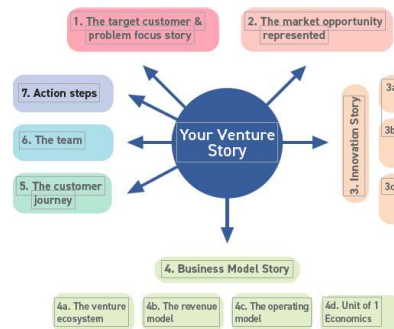
Course Schedule

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
1	1	**Course Overview**	1. Why is entrepreneurship important? 2. What is Personal Discovery through Entrepreneurship? 3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration 4. Preparation (finding interesting areas)	**Lecture and Discussion**
	2	**Personal Discovery** (Step 01, Step 02)	1. Personal Values 2. Strength and Weakness	Individual: · Work with the templates provided on pages: · Core values: 22, 23 · Skills: 27, 28, 29, 30, 31 · Societal Contribution: 33, 34
2	3	**Find Teammates** (Step 03)	1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area. 2. Findteammates (1) Shared values (2) Levels of commitment (3) Skills and experiences (Same or Different?)	Problem template: Page 9 · Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets. · Sit back and assess: Team templates on Pages 44, 45, and 46. · Prepare to present your team, the problem it is going to tackle, and its collective skills.
	4	**Define Purpose** (Step 04) **Create Mission** (Step 05)	1. Methods for defining and refining a venture's purpose 2. Defining a Venture's Purpose 3. Creating a Vision Statement	Team: · Purpose and Mission Templates: Pages 49 and 52 · Be prepare to present to the class. · Personal Discovery Reflection Journal Due

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
3	5	**Ideation & Impact** (Step 06)	Ideation Methods · An in-class ideation exercise	Team: · Problem to Solve Templates, Step 4, Page 62, and 63
	6		Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: · Idea Impact Template, Step 6, Page 69
4	7	**User Insights Frameworks** (Step 07)	· Identifyand find the right target users. · Interview style and methods · The Customer Interview template.	Team: · Customer Interviews Template, Step 7, Pages 75 · Edit interview template for your project.
	8		Laddering methods for interviews	Team: · Latent Needs Template, Step 7, Page 93
5	9	**User Insights Customer Interviews** (Step 07)	· Finding latent needs · Field work check-in	Team: · Latent Needs Template, Step 7, Page 93 · Field work – customer interviewing
	10		· Think about innovation across the entire use case · Field work check-in	Team: · Full Use Case Template, Step 7, Page 99 · Field work – customer interviewing
6	11	**User Insights Interpreting Results** (Step 07)	· Interpreting customer interview results · Field work check-in	Team: · Field work – customer interviewing · Also talk to retailers/dealers if appropriate
	12		· Idea Reshaping based on Customer Interviews · Field work check-in	Teams prepare results of results from customer interviews and how the original ideas have been reshaped& improved.
7	13	**User Insights Interpreting Results** (Step 07)	· Customer Research Reports · Implications for product and service design	· Teams prepare PPTs for class presentation · **Customer Insight Template Hand-in Package**
	14			

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
8	15	**Concept Design** (Step 08)	· Defining Customer Value · Understanding Customer Value Proposition	Team: · Customer Value Proposition · Template: Step 8, Page 107 · Draft the CVP
	16		· Presentation and review of CVPs	Team: · Complete CVP
9	17	**Competitive Analysis and Positioning** (Step 08)	· Understanding of Competitive Matrix · Competitive positioning: creating your separate space	Team: · Identify major competitors, and dimensions for analysis · Template: Step 8, Page 109
	18		· Presentations of Competitive Analyses and Positionings	Team: · Perform the competitive analysis and present results, including positioning
10	19	**Product Line Strategy** (Step 09)	· Product line framework: good, better, best on underlying platforms, plus application to Services.	Team: · Identify good, better, best variations based on the underlying concept. · Product line template: Page 115
	20	**Product Visioning Subsystem Design, and Prototype Sketch** (Step 10)	· The structured bubble chart, showing implementation options and the team's choices · Prototype sketching (The Bluereo Video is a good example of iterative prototyping driven by customer discovery.)	Team: · Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials. · Underlying bubble chart showing your decision process. · Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126
We ek	Sess ion	Topics and Steps	· **Key CONCEPTS Introduced in Class**	**Team or Individual Activity**
11	21	**Reality Check** (Step 11)	· The purpose of the Reality Check, testing the product concept, channel preferences, and much other.	Team: · Reality Check Survey Template and Results: Step 11, Page 141, 143-144

	22		· Guidance on the number or additional customers for the reality check survey · How to analyze and interpret the results	· Customize the Reality Check template for your venture. · Do a quick round of customer surveying. Aim for 12 more interviews.
12	23	**Industry Analysis** (Step 12)	· Team reports on Reality Check Results · Examine major components of an Industry Analysis · Review Templates	Team: · Prepare and present the results of your reality check, plus any pivots you wish to make. · **Concept Design (and Test) Hand-in Package** · Industry Analysis Templates: Step 12, Pages 153 and 154s
	24	**Business Model** (Step 13)	· Defining the Business Model: · Lecture on basic structure and different types. · Illustrating it as the flow of product, money, and information.	Team: · Business Model Illustration Template, Step 13, Page 170

We ek	Sess ion	Topics and Steps	· Key CONCEPTS Introduced in Class	Team or Individual Activity
13	25	**Business Model** (Steps 14, 15, 16, 17)	· Revenue and Expenses · The key decision points in the Revenue Model · The key decision points in the Operating Model · Designing the Customer Journey · Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.)	Team · Step 14, Page 177 · Step 15, Page 187 · Step 16, Page 195 · Step 17, Pages 199 and 200 · Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.
13	26	**Business Model** (Steps 14, 15, 16, 17)	· Revenue and Expenses · The key decision points in the Revenue Model · The key decision points in the Operating Model · Designing the Customer Journey · Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.)	Team · Step 14, Page 177 · Step 15, Page 187 · Step 16, Page 195 · Step 17, Pages 199 and 200 · Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.
14	27	**Impact Visioning** (Step 18)	· Develop clear statements for business and societal impact. · Look at good existing examples of companies that do both.	Team: · Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264 · **Business Model Design Hand-in Package**
14	28	**Creating Value** (Step 19)	· Develop a project of the profitability in make low volumes for a product, a service, and a Web app. · Discuss applications of the framework to your venture.	Team: · Develop and present Unit of 1 Economics Template, Step 19, Page 229 · Keep working on the Final presentation

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Team or Individual Activity
15	29 30	**Tell Your Story**	· Presentation Format and Style · Format: (1) Title Slide with names and contact information (2) The Target Customer and the Problem to be Solved (3) The Market Opportunity (4) The Innovation Story (5) The Business Model Story (6) The Customer Journey (7) The Team (8) The Proposed Action Steps. (9) Appendices (if needed or desired) · If you have built a prototype during the class, please bring it and show it to us! (The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.)	Team: · The PPT Presentation · Practice, practice, practice! · Not too many words on one slide · Use pictures · Use template to develop your thinking, but try to create slides that are not just the templates.
Final Course Deliverables			Due on the Monday after the weekend of the final class meeting.	**Team: Your Venture PPTs** **Individual: Insight Learning Reflection Journal**

Course Outcomes

5. Identify one's values, passions, skills and their will to contribute to society
6. Formulate an idea and validate it with customers
7. Demonstrate prototyping and analyze the competition for the product
8. Create business models for revenue generation and sustainability of their business
9. Come up with a pitch that can used as the basis for actually starting a company based on an impactful innovation and societal impact

DOSP1001: Badminton

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

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 Objectives:

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

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

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

Reference:

1. Handbook of the Badminton World Federation (BWF)

DOSP1011: Chess

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

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 Objectives:

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

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

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

Reference:

1. International Chess Federation (FIDE) Handbook

DOSP1031: Football

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

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 Objectives:

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

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

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

Reference:

1. FIFA Laws of the Game

DOSP1041: Volleyball

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

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 Objectives:

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

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

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

Reference:

1. FIVB - Official Volleyball Rules

DOSP1051: Kabaddi

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

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 Objectives:

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

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

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

Reference:

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

DOSP1091: Basketball

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

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 Objectives:

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

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

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

Reference:

1. FIBA Basketball Official Rules

DOSP1111: Throwball

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

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 Objectives:

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

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

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

Reference:

1. World Throwball Federation - Rules of the Game

DOSL1001: Club Activity – Participant

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

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 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)

Text Books
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

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

DOSL1011: Club Activity – Member of the Club

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

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 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-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books
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-curicular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1021: Club Activity – Leader of the Club

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

This course encourages and recognizes student members' work in leading the student organizations 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 Objectives
- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

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

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

Text Books
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

DOSL1031: Club Activity – Competitor

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

This course encourages and recognizes student members' work in leading the student organizations 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 Objectives
- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

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

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

Text Books
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

POLS1001: Indian Constitution and History

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

Course Description:
This course analyzes 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 Objectives:
1. To introduce constitutional history of India.

2. To explain the process of making Indian constitution

3. To analyze Fundamental of Rights, Duties and other principles in constitution

4. To create familiarity with political developments which shaped the constitution.

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

Unit I: India as a Nation   **6 hrs**
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.

Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

Unit 2: Understanding the Constitution   6 hrs

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.

Module Learning Outcomes
Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India
Evaluate constituent assembly debates in framing Indian Constitution.

Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy   6 hrs

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

Module Learning Outcomes

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

Unit 4: Citizenship   6 hrs

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 Rodrigues

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status' of citizenship

Unit 5: Separation and Distribution of Powers   **6 hrs**

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

Module Learning Outcomes

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

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.

PHPY1001: Gandhi for the 21st Century

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

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 Objectives

The objectives of the course are;
1. To provide the students with the basic knowledge on Gandhi's life and his philosophies
2. To understand the early influences and transformations in Gandhi
3. To analyse the role of Gandhi in India's national movement
4. To apply Gandhian Ethics while analysing the contemporary social/political issues
5. To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

Module I : MK Gandhi: Childhood and Education
M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

Module II: 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.

Module III: 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-touchability - Partition of India- independence.

Module IV: Gandhi and Sustainable Development
Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

Module V: Gandhi and Contemporary Issues
Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions- Gandhian Ethics-An Analysis

Learning Outcomes
1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha
4. To understand the eleven vows of Gandhi which he followed through-out his life.

5. To examine the significance of constructive programs today

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.

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

DOSL1041: Community Services - Volunteer

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

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 behavior and community values.

Course 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 Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

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

DOSL1051: Community Services - Mobilizer

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

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 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)

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)
3. List of student run and and other Government and non-government community serviceorganizations organizations

Course Outcomes

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

ENVS1001: Environmental Studies

	L	T	P	S	J	C
	3	0	0	0	0	3*

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

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

UNIT – I	**Multidisciplinary nature of environmental studies & Natural Resources:**	No of Hours: 10

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 – II	**Ecosystem and biodiversity**	No of Hours: 10

Ecosystem: Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.
Biodiversity: Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ
Activity"
1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

UNIT – III **Environmental Pollution**   No of Hours: 10

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

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

Learning Outcomes:
After completion of this unit, the student will be able to

UNIT – IV   **Social Issues and the Environment**   No of Hours: 10

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.
Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

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

UNIT – V   **Human Population and the Environment and Environment Protection**   No of Hours:
           Act and Field work   10

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

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

Text Book(s)
1. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age 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

	Programme Objectives (POs)												PSO's		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2												2		
CO2		2				1							2		
CO3			1						1					1	
CO4				2							2				1
CO5	1													1	
CO6					2							1			1

1-Low, 2-Medium and 3-High Correlation

MFST1001: Health & Wellbeing

	L	T	P	S	J	C
	0	0	2	0	0	1*

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

UNIT-IV

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

- Learn the role of nutrition and diet in maintaining a good health

- Will understand how the exercise, sports and physical activities will improve health

- Will learn mindfulness practices for reducing stress

- Will know the importance of yoga and meditation

CLAD2001: Preparation for Campus Placement-1
(Soft Skills 5A)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

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

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: Practising 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

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

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

CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1 (Soft Skills 5B)

	L	T	P	S	J	C
	0	0	2	0	0	1

Course Description:

1. 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 Objectives:

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

1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning

2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis

3. Analytical Writing Assessment: Issue/ Argument

4. Integrated Reasoning

Course Outcomes:

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

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

CLAD2021: Preparation for CAT/ MAT - 1
(Soft Skills 5C)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

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

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

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

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

CLAD2031: Preparation for Campus Placement-2
(Soft Skills 6A)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

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

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

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.

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

CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2
(Soft Skills 6B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. 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 Objectives:

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

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

Course Outcomes:

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

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

CLAD2051: Preparation for CAT/ MAT - 2
(Soft Skills 6C)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

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

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

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

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

FINA3001: Personal Financial Planning

L	T	P	S	J	C
0	0	2	0	0	1*

Course Overview

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 Objectives:

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

Course Outcome:
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

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

Text Books
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

Reference Books
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.

Introduction to Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to introduce and develop critical thinking skills necessary for the pursuit of Humanities and Social Sciences studies. This course dissects the components of arguments and helps students to interpret them. This course combines theory and practice aimed at developing skills such as active learning and reflection which are crucial competencies for independent thinking and learning. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and analytical thinking and developing effective argumentation.*The Power of Critical Thinking by* Lewis Vaughn will be treated as a textbook for the course and relevant portions from the book will be referred in the class to substantiate teaching-learning process.

Course Objectives:

The course objectives are to:

1. Inform students of the importance and function of critical thinking.
2. Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
3. Highlight logical fallacies in moral, political, and scientific arguments.
4. Nurture critical thinking in communication and writing.

Module I: The Basics   No of Hours: 13

The Nature and Importance of Critical Thinking; Arguments and Claims and Explanations; Objective Claims and Subjective Judgements; Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism.

Essential Reading:

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

Learning Outcomes

Students will be able to:
1. understand the dynamics of critical thinking;   L2
2. differentiate arguments from claims;   L2
3. aware of obstacles to critical thinking;   L2
4. aware of subjective and social relativism; and   L2
5. logically put forward argumentsL3

Pedagogy tools: Blended learning, video lectures, self reading

Module II:Reason and Reasoning   **No of Hours: 12**

How to Reason Logically; Reasons for Belief and Doubt; Dealing with Conflicting Claims; Experience and Evidence, Premises, Rhetoric and Stereotypes

Essential Reading:

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

Learning Outcomes

Students will be:
1. aware of how to think logically.   L2
2. understand the importance of beliefs and doubts;   L2
3. aware of conflicting claims;   L2
4. aware of fallacies and premises.   L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Arguments   **No of Hours: 12**

Identifying Arguments- Arguments and Non-Arguments; Deductive &Inductive Reasoning; Connectives and Truth Values, Validity.

Essential Reading:

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

Learning Outcomes

Students will be able to:
1. develop a variety of arguments for a given problem;   L3

2. differentiate arguments from non-arguments;   L3
3. develop skills to identify truth and validating the same;   L3
4. understand the importance both deductive and inducting reasoning. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV: Explanations   **No of Hours: 12**

Inference to Explanation: Inferences, Consistency, Criteria, Identifying Good Theories; Judging Scientific Theories: The Scientific Method, Testing and Judging Theories; Moral Premises, Legal Reasoning; Writing with Appropriate Precision (Logical Reasoning)

Essential Reading:

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

Learning Outcomes:

Students will be able to:
1. develop inferences for explanations;   L2
2. aware of theories of consistency and criteria;   L2
3. comprehend how to scientifically test the theories;   L2
4. aware of involvement of moral values in human thinking;   L2
5. develop skills in precision writing.L3

Pedagogy tools: Blended learning, video lectures, self reading

Module V:Critical Thinking in Humanities and Social Sciences   **No of Hours: 12**

Culture of Inquisitiveness and Models of Inquiry; Questioning; Interpreting the Text; Schools of Interpretation

Essential Reading:

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

Learning Outcomes
Students will be able to:
1. understand the importance of inquiry and inquisitiveness;   L2
2. questioning and interpreting the texts;   L4
3. evaluate credibility of sources while put forwarding causal explanations   L3

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Reference Readings:

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

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

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

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

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

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

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

S Harding, "Rethinking Standpoint Epistemology: What is Strong Objectivity?"', in L. Alcoff and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.

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

Terence Ball, "History and the Interpretation of Texts", in Gerald F Gaus and Chandran Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.

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

Academic Writing

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Description

This course is designed to help undergraduate students develop skills necessary for writing such as argument building, planning structure, addressing the issue and assimilation of research. Students will be made to use such skills into building writing assignments of varied nature and thus get a chance to develop writing habits for various purposes. This course will also train students in ethical aspects of writing.

Course Objectives

This course aims to help students to:

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

Course Structure

Module I: Introduction to the Process of writing and Genres   Hours: 13

Types of Writing - Descriptive, Persuasive, analytical; Mood and tone of Writing; Importance of Vocabulary and language; Different purposes and different writings - Report, Proposal, Resume, Formal letter.

Essential Reading

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

Learning Outcomes

After completion of this Module, the student will be able to:

- Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc.)   L 1 & 2
- Evaluate, relate and use conventions of academic writing   L 3, 4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as -Quiz on vocabulary, Report writing, Resume building.

Module II: Tools of Writing   Hours: 12

Understanding of the topic; Gathering of information and Assimilation; Summary, Paraphrase and Notes; Paragraph formation and division; Structuring a write up for essays

Essential Reading

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

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

Learning Outcomes

After completion of this Module, the student will be able to:
- Understand how to plan and execute writing strategies   L2
- Follow different writing conventions and write according to the purpose   L3 & 4

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Oral presentations, Summarizing, Paraphrasing, Note making.

Module III: Writing Essays   Hours: 12

How to form essays - Addressing questions, Addressing issues/topics; How to use research - other's work, review, using quotations; Building 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

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand structural Modules of essays   L2
- Ways of assimilating data into writing   L2 & 3
- Ways of building arguments   L2

Pedagogy tools: Blended learning, video lectures, self reading and activities such as writing assignments - Essays (from draft to final in 3 stages)

Module IV: Writing a Review   **Hours: 12**

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

Learning Outcomes

After completion of this Module, the student will be able to:

- Critically reflect upon existing idea   L4
- Use methods of comparison, linking and identification   L3 & 4
- Contemplate on new ideas   L4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Review of cinema/ book

Module V: Ethical Aspects of Academic Writing   **Hours: 12**

- What is ethical practice?
- What is plagiarism and how to avoid?

Essential Reading

Web source: What is Ethical Writing and why is it important,
https://www.kent.edu/stark/ethical-writing-reliable-sources

Learning Outcomes

After completion of this Module, the student will be able to:

- Different aspect of ethical practices such as inclusivity, unbiased nature   L3
- Acknowledge and cite scholarship used in own writing   L3

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Reference Readings

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

Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8th Ed. Bedford. 1999.

Berger, John. *Ways of Seeing.* Penguin Books. 1972.

Terrinoni, Enrico. *Working on Texts: Reading Literature Critically.* Universal Publishers, 2012.

Abrams, M H. *A Glossary of Literary Terms*. 7th Ed. Heinle& Heinle,1999.

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

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

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

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

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

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.

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

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

*Fiction Reading On Head And Heart.*Bilyson D. Alejo , Connie Lou G. Balnao& Luisa B. Aquino. *International Journal of English and Literature*, Vol.3, Issue 1, 89-98. 2013.

Reading, Hearing, And Seeing Poetry Performed. Michelle C. HilscherAnd Gerald C. Cupchik,*Empirical Studies of The Arts*, Vol. 23(1) 47-6. 2005.

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

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

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

Introduction to Digital Humanities

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: 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

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.

Module I:Digital Humanities: Origin　　　　　　　　　　**No of Hours: 13**

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, ToddPresner, Jeffrey Schnapp, *Digital_Humanities*, MIT Press, 2012, p. 3-26

Learning Outcomes

Students will be able to:
1) Understand connection between digital humanities and literature research;   L2
2) Understand different aspects of its origin and evolution;   L2

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Impact of Big Data on Human Societies   No. of Hours: 12

How to do Digital Humanities? Analytical parameters and Terminologies

Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data

Political, Social and Cultural Structures in Data

Game Based learning and the Digital Humanities

Essential Reading

Boyd, Dana and Crwford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.

Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

Learning Outcomes

Students will be able to:

1. Understand different analytical parameters offered by digital humanities;   L2
2. Understand different terminologies involved in studies of digital humanities; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Digitization No. of Hours: 12

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

Learning Outcomes

Students will be able to:
1. Understand connection between digital humanities, gender studies and feminism; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from gender studies.   L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV
Humanities, Space and Meaning   **No. of Hours: 12**

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/

Learning Outcomes

Students will be able to:

1. Understand how digital humanities facilitates access and enables a much equal and neutral space of learning;   L2
2. Understand different questions related to obstacles of access and circulation; L2 & 3

Pedagogy tools: Blended learning, video lectures, self reading

Module V
Digital Humanities: A Critical Analysis   **Hours: 12**

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

Learning Outcomes

Students will be able to:
1. Understand connection between digital humanities and race studies;   L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from Race studies;   L2

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			**70**
External Examination			**30**
Total			**100**

Suggested Readings:

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

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

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

Berry, David M., and Anders Fagerjord. Digital humanities: Knowledge and critique in a digitalage. John Wiley & Sons, 2017.

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

Bulkun, Mestrovic Deyrup& Mary. Transformative Digital Humanities: Challenges andOpportunities. Delhi: Routledge, 2020.

Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledte, 2015.

Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. Doing digital humanities:Practice, training, research. Taylor & Francis, 2016.

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

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

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

Gairola, RoopikaRisam and Rahul K. South Asian Digital Humanities: Postcolonial MediationsAcross Technology's Cultural Canon. Delhi: Routledge, 2020.

Gold, Matthew, editor. Debates in the Digital Humanities. Minneapolis: University of MinnesotaPress, 2012.

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/

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

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

Kathleen Fitzpatrick, The humanities, done digitally, *Debates in the Digital Humanities* ,

Matthew Applegate, *Guerrilla Theory: Political Concepts, Critical Digital Humanities*, Northwestern University Press, Illinois, 2020.

Matthew G.Kirschenbaum, What is digital humanities and what's it doing in English departments?,*Debates in the Digital Humanities* , 2012, http://dhdebates.gc.cuny.edu/debates/text/38

Richard Grusin, "The Dark Side of the Digital Humanities—Part 2."
http://www.c21uwm.com/2013/01/09/dark-side-of-the-digital-humanities-part-2/

Rosenzweig, Roy and Dan Cohen. Digital History: A Guide to Gathering, Preserving,
andPresenting the Past on the Web. Pennsylvania: University of Pennsylvania Press, 2005.

Sabharwal, Arjun. Digital curation in the digital humanities: Preserving and promoting
archivaland special collections. Chandos Publishing, 2015.

Schnapp, Jeffrey. Digital Humanities. Cambridge: MIT Press, 2021.

Schreibman, Susan and Ray Siemens, editors. A Companion to Digital Literary Studies.
NewJersey: Blackwell Publishing, 2008.

Susan Hockey, The history of humanities computing, *A Companion to Digital Humanities*
,2004,http://www.digitalhumanities.org/companion/view?docId=blackwell/978140510321
3/9781405103213.xml&chunk.id=ss1-2-1

Tara McPherson, "Why are the Digital Humanities So White?" (in Gold)
http://dhdebates.gc.cuny.edu/debates/text/29

Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. Defining digital humanities:
areader. Routledge, 2016.

Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. Digital humanities in practice.
FacetPublishing, 2012.

Wendy Hui Kyong Chun, "The Dark Side of the Digital Humanities—Part 1."
http://www.c21uwm.com/2013/01/09/the-dark-side-of-the-digital-humanities-part-1/

Ancient India

L	T	P	S	J	C
3	0	0	0	0	3

Course Type: Major Core

Course Level: 100

Course Credits: 3

Course Prerequisites: None

Course Code: HIST1001

Contact Hours: 45

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

Course Objectives

Upon completion of the course students should be able to:

- understand the ancient identity of India
- analyse the evolution of polity during the ancient times
- understand the early civilization and its socio- cultural significance
- analyse the evolution of administrative practices during the ancientperiods
- Understand the evolution of science and technology over a period oftime

Module -I   Prehistoric period in India: (10 Hours)
Hunting gather to settled life–Paleolithic-

Neolithic- Mesolithic- Chalcolithic- Proto history – IndusValleyCivilization

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the periodisation inancienthistory   L1
- Understand the cultural significance ofancientIndia   L3
- Analyse the evolution of society during the Indus valley civilization L2

Pedagogy tools: Blended learning, video lectures, self-reading

Module - II Vedic and Later Vedic Period: **(9 Hours)**
Sources- literature- AryanDebate-Social
Stratification- Varna system- early state formation – JainismandBuddhism

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

After completion of this Module, the student will be able to

- ⚪ Understand the origin of Varna system inIndiansociety   L3
- ⚪ Understand the socio-political changes during theVedicperiodL1
- ⚪ Critically examine the evolution of society during the VedicandLater-Vedic   L5 periods.

Pedagogy tools: Blended learning, video lectures, self-reading

Module III - Territorial State and emergence of the Empires: **(9 Hours)**
Mahajanapadas- rise and growth of Magadhan Empire
Causes of Magadha's Success – Mauryan Empire anditssignificance
Essential Readings –
    Thapar, Romila, *Early India: From Origins to AD 1300,* London, pp 137-208.

Learning Outcomes:

After completion of this Module, the student will be able to

- ⚪ Understand the periodofmahajanapadas   L1
- ⚪ Analyse the rise and growth ofMagadhanEmpire   L2
- ⚪ Analyze the contributions of Mauryan EmpireL3

Pedagogy tools: Blended learning, video lectures, self-reading

Module - IV Period from 200 BC to 300 AD   **(9 Hours)**
Central Asian Contact and its impact
TheIndo-Greeks – Shakas- The Parthians- Trade andAgriculture-Religious
Development – Literature and learning – Science and Technology

Essential Readings

Narain, A.K. *The Indo-Greeks,* Clarendon Press, Oxford, 1957.

Learning Outcomes:

After completion of this Module, the student will be able to

- ⚪ Understand the early Central Asian contacts and its impacts on Indian culture L1
- ⚪ Analyse the contribution of various early invasions on Indiancultureand   L4 economy
- ⚪ Understand the evolution of literature, science and technology during this period.L5

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE–V: The Age of New Empires: **(9 Hours)**
Rise of Satavahanas – Rise and GrowthofGupta
Administration – Harsha and his times
formation of new stateandruralexpansion in Peninsula (Pallavas andChalukyas)

Essential Readings
Majumdar, R.C., *The Classical Age,* Bharatiya Vidya Bhavan, 1970.

Learning Outcomes:

After completion of this Module, the student will be able to

- O   Understand the rise of new empires like SatavahanasandGuptas   L3
- O   Analyze the various contributions of these new emperors onancientIndian   L4 culture

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Textbook(s):
Kosambi, D. D. *An Introduction to the Study of Indian History*, Sangam Books, 2004.

Basham, A L. *The Wonder That Was India (Vol.I).* New Delhi, Rupa and Co.1981

Additional Readings:

1.   Habib, Irfan. *The Indus Civilization: A People's History of India 2*,Tulika2002.

2.   Thapar, Romila. *Interpreting Early India*, OUP,1999.

3.   Sharma, R S. *India's Ancient Past*. New Delhi, OUP,2005.

4.   Staal, Frits. *Discovering the Vedas: Origins, Mantras Rituals,Insight*, Penguin India,2008.

	Programme Objectives (POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1		3					**3**		
CO2				**3**			**3**		
CO3			3					**3**	
CO4				**3**				**3**	
CO5				**3**					3

1-Low, 2- Medium and 3- High Correlation

History of MedievalIndia-1 (1206-1526)

L	T	P	S	J	C
3	0	0	0	0	3

Course Type: Major/Minor Core

Course Level: 100

Course Credits: 3

Course Prerequisites: Ancient India

Course Code: HIST1021

No of Hours: 45

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

Course Objectives

Upon completion of the course students should be able to:

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

MODULE -I Period from 9th -12th century   (9 Hours)

Chola Empire – Cultural Life under the Cholas -

Economic and Social life, Education and Religious beliefs duringthisperiod

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

Learning Outcomes:

After completion of this Module, the student will be able to

 o   Understand the contributions ofCholaEmpire   L1
 o   Understand the social and economic life between 9th and 12th CenturyL2
 o   Analyse the evolution of education, cultural and religious reforms during this L5 period

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE– II   (9 Hours)
Period of Turkish Invasion – Ghaznavids-
The Rajput States- Turkish Conquest of north India-
Establishment of a strong monarchy – Iltumish- Raziya-Balban-
TheMongol incursion – internal rebellion and struggle for territorialconsolidationof the Delhi Sultans

Essential Readings:

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

Learning Outcomes:

After completion of this Module, the student will be able to
- Understand the Turkish invasiontoIndia   L2
- Understand the socio-political changes after theTurkishinvasion   L3
- Examine the establishment ofDelhiSultanate   L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - III   (9 Hours)
Rule of the Khaljis and Tughlaqs –expansion and internal policies–AlauddinKhalji'smarket policy
Muhammad bin Tughlaq's experiments
Central and local administration –
Trade, industry and merchants- Society –
Religion – Art and Architecture under the Delhi Sultans – and cultural development in India from
13th- 15th century- Religious ideas and beliefs – Bhakti and Sufi movement.

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand thepolitical changes during the Khalji andTughlaqdynasties   L2
- Analyse the administrative changes duringthisperiod   L3
- Examine the cultural impact of Bhakti and Sufi movementsacross India   L5

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - IV   (10 Hours)
Establishment of Mughal Empire and consolidation
Babur's conquest-
Humayun's Conquest of Gujarat and his conflict with Sher Shah Sur–
Consolidation of Empire under Akbar
Administration – Mansabdari system – State, religion and socialreforms

Essential Readings –

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

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

Learning Outcomes:

After completion of this Module, the student will be able to

-         Understand the establishment ofMughalEmpire   L4
-         Critically examine the administrative changes during the Mughal period L4
-         Examine the social-political-economic and cultural significance of Mughal L5 administration

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE -V

India under the last three Mughals –

Jahangir's reign- Shah Jahan's reign and Aurangzeb's reign –

Art and Architecture – Painting – Literature –Music

Popularrevolt and movements for regional independence – Jats, Afghans and Sikhs

Aurangzeb and his conflict with Marathas – Decline ofMughals

Essential Readings

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

Learning Outcomes:
After completion of this Module, the student will be able to

-         Understand the art and architecture during theMughalperiod   L4 Analyze the major reasons for the
-

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Textbook(s):

1.   Rizvi, S.A.A. *The wonder That Was India (Vol.II),* New Delhi:Rupa& Co,1987

2.   Singh, Upinder. *Rethinking Early Medieval India*, New Delhi: OUP,2013
Additional Reading
1.   Farooqui,Salma. A Comprehensive History of Medieval India from Twelfthto the Mid Eighteenth Century., New Delhi: Pearson,2011.

2.   Chandra, Satish. History of Medieval India., New Delhi:OrientBlackswan, 2020.

	Programme Objectives (POs)						**PSOs**		
	1	2	3	4	5	6	1	2	3
CO1		3					**3**		
CO2				**3**			**3**		
CO3				**3**				**3**	
CO4				**3**				**3**	
CO5					3				3

1-Low, 2- Medium and 3- High Correlation

EPIDEMICS IN INDIAN HISTORY

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Major Core

Course Level: 100

Course Credits: 4

Course Prerequisites: None

Course Code: HIST1011

Contact Hours: 45

Course Description

This course will provide an understanding of epidemics in Indian history since colonial times to the present in relation to global epidemics and pandemics. Students will be exposed to different epidemics that visited India during British rule and development of medicine and public health regimes that shaped up.

Course Objectives

The objective of the course is to provide students

1. An understanding of world and Indian history through the lens of 'epidemics'.
2. An understanding of the disease concepts in history.
3. Understanding of the interrelation between race, colonialism and epidemics.
4. Understand the colonial legacy to India's contemporary public health policies.
5. A better ability to address the problems related to the present pandemic.

MODULE I: Introduction: History through the lens of epidemics   **(9Hours)**
disease concepts in history-outbreak-epidemic-pandemic

Essential Readings

- Charles Rosenberg, "Framing Disease: Illness, Society, and History," in Rosenberg and Janet Golden (eds.), Framing Disease: Studies in Cultural History
- Adrian Wilson, "On the History of Disease-concepts," *History of Science* (2000) 38: 271-319.

MODULE II: High impact epidemic diseases in the west since 1600:   **(9 Hours)**
Humoralism and the bubonic plague – impact on society
strategies of public health in response to plague- perspective towards death
Smallpox - Asiatic cholera- an archetypal disease of poverty
Paris school and a new medical epistemology - germ theory of disease

Essential Readings

- Dorothy H. Crawford, *Deadly Companions: How Microbes Shaped our History*, OUP 2007.

- Terence Ranger, and Paul Slack, eds. *Epidemics and Ideas: Essays on the Historical Perception of Pestilence*, Cambridge University Press, 1995.

MODULE III: Race, disease and the colonial enterprise: (9 Hours)

Tropical medicine and colonialism eugenics - smallpox in the colony
Contagious diseases: plague and cholera
Epidemic Disease Act - malaria, war and disease
Venereal diseases and morals –
Colonial public health measures - inoculation

Essential Readings

- David Arnold, "Occidental Therapeutics and Oriental bodies" and "Cholera" in Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in 19th Century India*, pp. 11-60, 159-199.
- Warwick Anderson, "ImmModuleies of Empire: Race, Disease, and the New Tropical Medicine," *Bulletin of the History of Medicine* (1996) 70(1): 94-118.
- Roberta Bivins, "'The English Disease' or 'Asian Rickets'? Medical Responses to Postcolonial Immigration," Bulletin of the History of Medicine (2007) 81: 533- 568.

MODULE IV: Epidemics and public health in the post colony: (9 Hours)

Post-colonial public health legislations –
Small pox and national smallpox eradication programme (NSEP) –
Plague in Surat
AIDs – SARS - Dengue and Chikungunya - Swine flu - Nipah Virus

Essential Readings

- Radhika Ramasubban, History of Public Health in Modern India: 1857–2005, in Lewis, Milton J., and Kerrie L. Macpherson, eds. *Public health in Asia and the Pacific: Historical and Comparative Perspectives*, Routledge, 2007.
- Deepak Kumar, "Probing History of Medicine and Public Health in India," *Indian Historical Review* 37, no. 2 (2010): 259-273.

MODULE V: Covid 19 and history: (9 Hours)

Racial health disparities - a Chinese virus?
WHO- Indian pandemic experience
State control of the pandemic – patterns of resistance
pandemic and religiosity - Covid 19 and bio-politics

Learning Outcomes

After completion of this course, the student will be able to

1- Understand disease concepts in history
2- Understand the meanings of outbreak, epidemics and pandemics
3- Understand how western society coped with pandemics during the medieval era
4- Understand the impact of plague in society
5- Critically examine the new disease paradigms developing in relation to pandemics
6- Understand the nature of the state control of the present pandemic
7- Analyze the interface between the pandemic in India and policies in the global north

8- Understand the interrelation between race, disease and colonialism
9- Critically examine the development of the new colonial science of tropical medicine
10- Understand how epidemics also shaped morals towards pathology

Course Outcome

Upon completion of the course students should be able to:

1. Have an understanding of epidemics in colonial India and British policy towards epidemics
2. Have an understanding of the nature of colonial public health regime
3. Have an understanding of the continuities and disjunctures between colonial and post colonial experience of pandemic and public health.
4. Have an understanding of the social and religious impacts of epidemics.
5. Address the present social problems related to the Covid 19 pandemic.

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

References

1. David Arnold, (1993) Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-century India, Delhi: Oxford University Press.
2. Alison Bashford, and Claire Hooker (eds) (2001) Contagion: Historical and Cultural Studies, New York: Routledge.
3. Ian Catanach, (1989) "Plague and the Tensions of the Empire: India, 1896−1918," Imperial Medicine and Indigenous Societies, David Arnold (ed), Delhi: Oxford University Press.
4. Bernard Cohn, (1996) Colonialism and its forms of Knowledge: The British in India, New Jersey, Princeton University Press.
5. Steven Engler, (2003) "'Science' vs. 'Religion' in Classical Ayurveda," Numen, Vol 50, No 4, pp 416–63.
6. JZ Holwell (1767) An Account of the Manner of Inoculating for the Smallpox in the East
7. Indies: With Some Observations on the Practice and Mode of Treating That Disease in Those Parts, London: Good Press.
8. Richard A Lynch, (2016) Foucault's Critical Ethics, New York: Fordham University Press.
9. Harish Naraindas, (2003) "Preparing for the Pox: A Theory of Small Pox in Bengal and Britain," Asian Journal of Social Science, Vol 31, No 2, pp 304–339.
10. Harish Naraindas, (1996) "Poisons, Putrescence and the Weather: A Genealogy of the Advent of Tropical Medicine," Contributions to Indian Sociology, Vol 30 No 1, pp 1–35.

11. Radhika Ramasubban, (1988) "Imperial Health in British India, 1857–1900," Disease Medicine and Empire: Perspectives on Western Medicine and the Experience of European Expansion, Roy Macleod and Milton Lewis (ed), London: Routledge.

Charles Rosenberg, (1992) Explaining Epidemics and Other Studies in the History ofMedicine,CambridgeUniversity Press, 1992.

Women in Indian History

	L	T	P	S	J	C
	3	0	0	0	0	3

Course Type: Major/Minor Core

Course Level: 100

Course Credits: 3

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

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

Course Objectives

Upon completion of the course students should be able to:
- To provide outline of gender as a concept
- To explore women's experience in specific historical moments
- To discuss specific issues like ownership of property, etc.

Module I – Understanding Gender   **(9 Hours)**
Gender as a category to analyze – changing meanings
Gendered histories – history and scope of Women's studies

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

Learning Outcomes:

After completion of this Module, the student will be able to

O	Understand the concept of Gender	L3
O	Understand the history and scope of Women's studies India	L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module II – Women in Ancient India   **(9 Hours)**

Evolution of Patriarchy- Women and religion– Women and their works

With special reference to Tamilagham – Position of widows

Essential Readings-

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand position of women in Ancient India   L3
- Understand what role did women play in different spheres of life   L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module III – Women in Medieval India   (9 Hours)

Historiography and politics of harem and household- Women in Early

Mughal Politics – Women Bhaktas – Devadasi system – impact of Islam on Indian society with special reference to

Women – Purdah- Courtesans – Representation of women in art and Sculptures

Essential Readings-

- Lal, Ruby, Historicizing the Harem: The Challenge of a Princess's Memoir, *Feminist Studies, Vol 30, No. 3,* 2004, pp 590-616.
- Palit, Mriducchanda, Power Behind the Throne: Women in Early Mughal politics, in *Faces of Feminine in Ancient, Medieval and Modern India,* Ed. By Mandakranta Bose, Oxford University Press, 2000, pp 201- 212.
- Pande, Rekha, At the service of the Lord-Temple Girls in Medieval Deccan (11th to 17th Centuries), in *Deccan Studies, Vol II, No-02,* July -Dec, pp 25-43.
- Pande, Rekha, Writing the history of women in the Margins: The Courtesans in India, *Mizoram University, Journal of Humanities and Social Sciences, Vol IV, Issue 2,* 2018, pp 1-24

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand position of women in medieval India   L3
- Understand what role did women play in different spheres of life   L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module IV – Women in Modern India   (9 Hours)

Women's movement – Campaign against Sati and child marriage –

Women's education- Women's role in Indian National movement and partition

Essential Readings-

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

Learning Outcomes:

After completion of this Module, the student will be able to

⊙	Understand position of women in Colonial Period	L3
⊙	Understand what role did women play in different spheres of life	L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module V – Various movements   (9 Hours)

Ecofeminism Transgender movement– Nipani Bidi Workers-

Women's participation in movements in post Independence India: Telangana movement, Shahada movement, Navnirman movement

Essential Readings-

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

Learning Outcomes:

After completion of this Module, the student will be able to

⊙	Understand position of women in post Indpendence period	L3
⊙	Understand the role of women	L4

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

References

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

	Programme Objectives (POs)						**PSOs**		
	1	2	3	4	5	6	1	2	3
CO1		3					**3**		
CO2				**3**			**3**		
CO3			3					**3**	
CO4				**3**				**3**	
CO5				**3**					3

1-Low, 2- Medium and 3- High Correlation

History of Medieval India-2 (1526-1750)

L	T	P	S	J	C
3	0	0	0	0	3

Course Type: Major/ Minor Core

Course Level: 200

Course Credits: 3

Course Prerequisites: History of Medieval India 1

Course Code:

Contact Hours: 45

Course Description

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

Course Objectives

Upon completion of the course students should be able to:

- understand the culture of Indian subcontinent with the arrival of the Mughals
- to appreciate the cultural contributions of Mughals
- To trave the impact of the Mughal rule on the Indian polity and
- economyTo trace and understand the impact of Europeans in Indian
- subcontinent

MODULE–I: Establishment of Mughal rule   **(9 Hours)**
sources and Mughal historiography – Babur and Humayun –
Break in Mughal rule and establishment of Sur dynasty –
Sher Shah Sur's reforms – re-establishment of Mughal ruler

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the establishment of Mughal rule   L1 Understand the rule of Sur dynasty L3
- Analysethe establishment of Mughal rule   L2
-

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - II Mughal Rule   (9 Hours)
Sources- Akbar – expansion – administration
MansabdariSystem- relations with the Rajputs
State- religion and reforms

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the age of Akbar   L3
- Understand the changes that took place during this period   L1
- Critically examine Akbar's Age   L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module III – Mughal Rule under Jahangir, Shah and Aurangzeb   (9 Hours)

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

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the Mughal rule under last 3 rulers   L1 Analyse the developments under their ru
-

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - IV Rise of Regional Powers   (9 Hours)

Marathas – Shivaji and his military achievements

Rise of Peshwas- rise of princely states – Hyderabad, Awadh, Sikhs Mysore and Bengal

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the rise of regional powers   L1
- Analysetheir rise and growth   L4
- Understand their importance in history   L5

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE–V: Advent of the Europeans   (9 Hours)

European's trade – growth of EIC's trade
And influence- Anglo-French Struggle

Essential Readings

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the rise of new empires like SatavahanasandGuptas   L3
- Analyze the various contributions of these new emperors onancientIndian   L4 culture

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

**Referen
ce**

Rizvi, S.A.A., *Religious and Intellectual History of the Muslims During the Reign of Akbar,*

        MunshiramManoharlal , Delhi, 1975

        Sharma, Sandhya, *Literature, Culture and history in Mughal North India, 1550-1800,* Primus, Delhi, 2011.

        Tripathi, R.P., *Some aspects of Muslim Administration,* The Indian Press, Allahabad

Gommans, Jos J.L., *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700,* London

        and New York, Routledge, 2002.

Streusand, Douglas. E., *The formation of the Mughal Empire,* Oxford University Press, Delhi, 1989.

Mukhia, Harbans, *The Mughals of India,* Oxford, UK, Wiley India, Blackwell Publishing, 2004.

	Programme Objectives (POs)						PSOs		
	1	2	3	4	5	6	1	2	3

CO1		3					**3**		
CO2				**3**			**3**		
CO3			3					**3**	
CO4				**3**				**3**	
CO5				**3**					3

2-Low, 2- Medium and 3- High Correlation

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History of Modern India (1700-1857)

L	T	P	S	J	C
3	0	0	0	0	3

Course Type: Major/ Minor Core

Course Level: 200

Course Credits: 3

Course Prerequisites: History of Medieval India 2

Course Code:

Contact Hours: 45

Course Description

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

Course Objectives

The objective of the course is to provide students

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

MODULE I. Eighteenth Century Transition (9 Hours)

Decline of the Mughals, society, economy, polity and culture, continuity and change.

MODULE II. Dynamics of colonial expansion **(9 Hours)**

Colonial rule and regional kingdoms: Mysore, Marathas, Punjab - Mughal successor states: Bengal Awadh, Hyderabad, trade, technology and colonial expansion, culture and society

MODULE III. Colonial state and ideology: emergence of the Company State **(9 Hours)**

Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of Race - The colonial army: military culture and recruitment - Evolution of law and colonial courts - Indigenous and colonial education: institutions and medium of instruction

MODULE IV. Economy and society **(9 Hours)**

Land revenue systems and agrarian relations - Commercialization, indebtedness and famines - Forests and pastoral economy - Question of de-industrialization and foreign trade

MODULE V. Cultural changes, social and religious reform movements   (9 Hours)

Reform and revival: Brahmo Samaj, Prathna Samaj -Ramakrishna and Vivekananda, Arya Samaj, Jyotiba Phule, Wahabi, Deoband, Aligarh - Debates around gender, caste

VI. Resistance to colonial rule

Peasant resistance: Santhal Uprising (1856) - Indigo Rebellion (1860) – Pabna Agrarian Leagues (1873) - Deccan Riots (1875).

Course Outcome

Upon completion of the course students should be able to

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

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

References

1. Bandhopadhyay, Shekhar. From Plassey to Partition: A History of Modern India. Delhi:Orient Blackswan, 2004
2. Bayly, C. A. Indian Society and the Making of the British Empire.
3. Habib, Irfan. Indian Economy Under Early British Rule 1757-1857: A People's Historyof India 25.Delhi: Tulika, 2013.
4. The New Cambridge History of India. Volume II.1.Cambridge: Cambridge University Press, 1990.
5. Roy, Tirthankar. An Economic History of Early Modern India. London and New York:Routledge, 2013.
6. Subramanian, Lakshmi. History of India, 1707-1857. Delhi: Orient Blackswan, 2010.
7. Alavi, Seema, ed. The Eighteenth Century in India. New Delhi: Oxford University Press,2007.
8. Alavi, Seema. The Sepoys and the Company: Tradition and Transition in Northern India,1770–1830. New Delhi: Oxford University Press, 1998
9. Bayly, Susan. Caste Politics and Indian Society from the Eighteenth Century to the
10. Modern Age. Cambridge: Cambridge University Press,1999.

11. Bhattacharya, Sabyasachi, ed. Rethinking 1857. Delhi: Orient Longman, 2007.
12. Choudhary, Sushil. Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar, 2000.
13. Cohn, B. Colonialism and its Forms of Knowledge.
14. Dirks, Nicholas B. Castes of Mind. Princeton, New Jersey: Princeton University Press,2001.
15. Guha, Ranajit. Elementary Aspects of Peasant Insurgency in Colonial India. New Delhi: Oxford University Press, 1983.
16. Jones, Kenneth. Socio-Religious Reform Movements in British India, NewCambridgeHistory of India, Vol.3.1. Cambridge: Cambridge University Press, 1989.
17. Ludden, David, ed. Agricultural Production and South Asian History.New Delhi: OxfordUniversity Press, 2005.
18. Metcalfe,Thomas. Ideologies of the Raj. Cambridge: Cambridge University Press, 1995.

<h1 style="text-align:center">Glimpses of World History</h1>

L	T	P	S	J	C
3	0	0	0	0	3

Course Type: Major/ Minor Core

Course Level: 200

Course Credits: 3

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

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

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

Module I – The First Humans   **(9 Hours)**
Tools- language -emergence of early modern human cultures – social relations
Among the early modern humans – Africa – Mesopotamians civilization

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

Learning Outcomes:

After completion of this Module, the student will be able to

O	Understand the history of early humans in the world	L3
O	Understand the growth and development of these humans	L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module II– Roman Empire   **(9 Hours)**
Early empire – 3rd century crisis – Gender – literacy – culture –
Economic expansion – social hierarchies – Roman government and politics

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

Learning Outcomes:

After completion of this Module, the student will be able to

    O   Understand the history of Roman Empire   L3
    O   Understand the society of the Roman period and their expansion   L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module III– The Age of Reasons, colonialism and imperialism   **(9 Hours)**
Renaissance – Reformation movement- Counter reformation-
Rise of Colonialism and imperialism
Concept of mercantilism
Emergence of imperialism

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

Learning Outcomes:

After completion of this Module, the student will be able to

    O   Understand the age of reasons   L3
    O   Understand the growth and development renaissance and reformation L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module IV– The Age of Revolutions   **(9 Hours)**
American Revolution –
French Revolution
 Napoleon – Revolution of 1830
Industrial Revolution

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

Learning Outcomes:

After completion of this Module, the student will be able to

    O   Understand the age of revolution   L3
    O   Understand the transformation which the society underwent during   L4
                 This period

Pedagogy tools: Blended learning, video lectures, self-reading

ModuleV– Rise of Capitalism and WWs and Post WW scenario   **(9 Hours)**

Rise of capitalism – impact on Asia & Africa
Opium Wars – China – Japan
WWI - League of Nations
Fascism in Italy – Nazism in German
WWII
UNO – Decolonization

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the age of capitalism and WWs   L3
- Understand the transformation which the society underwent during   L4
  This period

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

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

	Programme Objectives (POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1		3					3		
CO2				3			3		
CO3			3					3	
CO4				3				3	
CO5				3					3

1-Low, 2- Medium and 3- High Correlation

Indian National Movement

L	T	P	S	J	C
3	0	0	0	0	3

Course Type: Major/ Minor Core

Course Level: 200

Course Credits: 3

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description
This will introduce the students to modern Indian history, i.e., from Second of 19th Century.

Course Objectives

Upon completion of the course students should be able to:
- To provide an understanding the period from the arrival of European trading companies into India to India independence
- To understand their impact on Indian society

Module I – The Nationalist Movement   **(9 Hours)**
Consequences of Foreign Domination
Indian National Congress –
Constitutional reforms – administrative and other reforms –
Brahmo Samaj- Arya Samaj – Theosophical society
Sayyid Ahmad Khan and Aligarh Schools-

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

Learning Outcomes:

After completion of this Module, the student will be able to

| O | Understand the emergence of National movement | L3 |
| O | Understand the growth of religious and social reform after 1858 | L4 |

Pedagogy tools: Blended learning, video lectures, self-reading

Module II – Growth of National Movement post 1905   **(9 Hours)**

Viceroyalty of Curzon- growth of education-

Different schools of thoughts of nationalists- Swadeshi, Boycott- Anti Partition movement

Essential Readings-

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the nationalist movement from 1905   L3
- Understand various schools of thoughts and various movements   L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module III – Towards Swaraj   **(9 Hours)**

Montague-Chelmsford reforms- Rowlatt Act- Gandhi and his leadership –

Jallianwala Bagh Massacre - Khilafat and Non-Cooperation

Essential Readings-

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand position of women in medieval India   L3
- Understand what role did women play in different spheres of life   L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module IV – Struggle for Swaraj   **(9 Hours)**

Boycott of Simon Commission- Civil Disobedience -

Government of India Act 1935 – Peasant and Workers movements – Nationalist movement during and post

Second WW

Essential Readings-

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understanding the struggle for swaraj   L3
- Understanding various developments during this phase   L4

Pedagogy tools: Blended learning, video lectures, self-reading

Module V – Period from 1937 onwards   **(9 Hours)**

Congress – Congress and Kisan- State peoples Movement-

   Tripuri Crisis - League – Cripps Mission – War and Indian Economy – Azad Hind- INA- Cabinet mission

-       Mountbatten plan – freedom and partition

Essential Readings-

- Sarkar, Sumit, *Modern India : 1885-1905,* Macmillan, 2010, pp 349 onwards

Learning Outcomes:

After completion of this Module, the student will be able to

| ○ | Understanding the nationalist movement from 1937 | L3 |
| ○ | Understand the various trends and developments in India | L4 |

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

References:-

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

	Programme Objectives (POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1		3					**3**		
CO2				**3**			**3**		
CO3			3					**3**	
CO4				**3**				**3**	
CO5				**3**					3

1-Low, 2- Medium and 3- High Correlation

India After Independence

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Major Core

Course Level: 300

Course Credits: 4

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

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

Course Outcomes

Upon completion of the course students should be able to:

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

MODULE I: Consolidation of India as a nation   (9 Hours)

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

Essential Readings

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

Additional Readings:

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the crucial factors in nation building L1
- Understand the significance of India's internal and foreign policy L3

- Analyses the critical social, political and economic issues in the immediate post-independence period.   L4

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE II - A post-colonial economic order   (9 Hours)

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

Essential Readings:

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

Learning Outcomes:

After completion of this Module, the student will be able to

- Analyse land reform policies   L1
- Examine the modes of industrial development and planned economy
  L3
- Have an over all understanding of the post colonial economic order   L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE– III: Democracy   **(9 Hours)**

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

Essential Readings:

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

Additional Readings:

Ramachandra Guha, *India After Gandhi*, Chapter 17, Chapter 19

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the workings of Indian democracy   L3
- Examine the various facets of party politics   L1
- Understand minority politics   L1

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - IV   Protest and populist politics   (10 Hours)

Railway strike - J.P. movement and emergency -

Developments in the1980's-coalition politics-

Mandal Commission and aftermath–

Structural adjustment programme and neo-liberalism

Essential Readings

Ramachandra Guha, *India After Gandhi*, Chapter 22, Chapter 24

Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, *India After Independence*, Chapter 18

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the crisis in Indian democracy and emergency L1
- Understand the workings of neo-liberalismL3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - V The Public Sphere –   (9 Hours)

Print media -electronic media - institutions of art and culture

Essential Readings

Ramachandra Guha, *India After Gandhi*, Chapter 30

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the workings of Indian media   L2
- Understand the nature of the Indian public sphere   L3

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

References:

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

25. Zoya Hasan, *Parties and Party Politics in India*, Oxford University Press, 2004.

	Programme Objectives (POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1				**3**				**3**	
CO2				**3**				**3**	
CO3				**3**			**3**		
CO4				**3**			**3**		

1-Low, 2- Medium and 3- High Correlation

Science and Technology in India: A historical Perspective

L	T	P	S	J	C
3	0	0	0	0	3

Course Type: Major/Minor core

Course Level: 300

Course Credits: 3

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

This course is designed to familiarize the students with the evolution and development of science and technology in India

Course Objectives
Upon completion of the course students should be able to:

- To understand the history science and technology with reference to India
- Identify a range of techniques for writing about history of science and Technology.
- Analyze the encounters of local knowledge and unravel people response to new knowledge.

MODULE-I   Understanding Science from Ancient Indian perspective – Mathematics –

Medicine and health – Architecture – metallurgy – chemistry   -

Water Harvesting technology – Irrigation system- Building construction

(9 Hours)

Essential Readings
Bose, D.M., *A Concise history of science in India,* Indian National Science Academy, New Delhi, 1971, pp 136-163, pp 213-227, pp 350-65, pp 375-391
Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the science from ancient Indian perspective   L1 Understand the sigr
- science subjects
-

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE II -   Understanding Science and Technology in early Medieval India – Factors

guiding dissemination of scientific knowledge- Matter (Drvya) in metallurgy-

distillation – alchemy – building construction

Essential Readings –

Ray, Aniruddha, *The Sultanate of Delhi (1206-1526)*, Taylor & Francis Group, London, 2019, pp 373-388.

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the science and technology in medieval Ind   L3
- Examine the various methodsin science and technology L3
- Analyse the process science and technology   L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - III   Understanding Science and Technology in Later Medieval India – Agricultural Technology -textile technology – building construction technology – shipbuilding technology – military technology - paper manufacturing – stowing and packing

No.Hours – 9

Essential readings

- Habib, Irfan, *Technology in medieval India,* Tulika Book, 4^(th) Edition, 2013.

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the science and technology in medieval Ind   L3
- Examine the various methodsin science and technology L3
- Analyse the process science and technology   L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - IV   Science and technology and Colonialism – institutionalization of scientific disciplines: mathematics, chemistry, botany, geography   **No. Hours – 9**

Essential Readings –

- Arnold, David, Science, Technology and Medicine in Colonial India, Cambridge University Press, Cambridge, 2004, pp 1-18 and 129-168.

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the technology in colonial period   L4
- Analyse these technologies in consonance with local knowledge   L5
- Try to understand the importance of these technologies

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - V Indian Response to European Technology – Patterns of Contact- Nature of Response- Indian receptiveness and European communication – social and cultural response

No. of Hours – 9

Essential reading –

Qaisar, Ahsan Jan, The Indian Response to European Technology and Culture,Oxford University Press, 1982, p 5-13 and p 110-127.

Learning Outcomes:

After completion of this Module, the student will be able to

○ Understand the response of Indians to European Technology   L4

○ Understand the readiness and receptiveness of Indians towards them   L5

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Textbook(s):
1. Ray, Aniruddha, Technology in Ancient and Medieval India,SundeepPrakashan, Delhi
2. Qaisar, Ahsan Jan, The Indian Response to European Technology and Culture,Oxford University Press, 1982

Additional References

1. Dharmapal, Indian Science and Technology in the 19th Century: Some Contemporary European Accounts, Impex India, New Delhi, 1983.
2. Irfan Habib, IESHR, XVII, pp 4-6.
3. Bag, A.K., History of Technology in India, 1997.

Program Objectives (PSOs)								
	1	2	3	4	5	6	1	2	3
CO1				3				3	
CO2				3				3	
CO3				3			3		
CO4				3			3		
CO5				3					3

1-Low, 2- Medium and 3- High Correlation

Research Methodology in History

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Major Core

Course Level: 300

Course Credits: 4

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

This course is designed to familiarize the students with research methodology in history.

Course Objectives

Upon completion of the course students should be able to:

- To understand research methodology in history
- To identify and analyze historical problems
- To formulate an argument and write

MODULE-I Definition, nature and scope of research methodology -sources for understanding research methodology – literary and archaeological sources – selection of the Topic and the problems

(9 Hours)

Learning Outcomes:

After completion of this Module, the student will be able to

○ Understand the basic aspects of what research is   L1 Understand the sigr
Pedagogy tools: Blended learning, video lectures, self-reading
○

MODULE II - Process of investigation – data collection – interpretation of data- Interdisciplinary approaches to historical writings- synthesis of the knowledge No.hours - 9

(9 Hours)

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand process of investigating into the problem L3
- Examine the various methodsof obtaining data L3
- Interpret and Analyse of the data collected L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - III **- Historical interpretation and generalization –** the purpose of history in society- generalization, objectivity and nature of historical facts

No.Hours - 9

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the purpose of history L3
- Understand the idea of generalization and objectivity L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - IV Historiography – evolution of classical tradition in Europe and Asia- Contribution of Arab historians- Practice of history in Medieval Europe and Medieval India – Post renaissance developments in History of historical writings – Rise of scientific history

No. Hours – 9

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the contribution of various historiographies L4
- Practices of history in medieval Europe and India L5
- Understand rise of scientific writing in history L5

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - V Historiography – Positivism and Empirical school – Annales school – recent trends in historiography with reference to people's history, history of the

working class, peasant movement- women's history, ecology and environment.

No.Hours – 9

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand various trends with historiography   L4
- Understand various schools of history writing   L5

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Essential Reading-

Chitnis. K.N., *Research methodology in History,* Atlantic Publishers and Distributors Pvt. Ltd.

Textbook(s):

Ali, Sheik, History: Its theory and Method, 2nd ed. Madras, 1978.

Beverley Southgate, History:What and Why, New York, Routledge, 2001.

Marwick, Arthur, What history is and why it is important, Buckinghamshire, 1970.

Habib, Irfan, Essays in Indian History. Towards a Marxist Perception, New Delhi, Tulika, 1995.

Stone, Lawrence, "History and the Social Sciences in the 20th Century",CharlesDelzell, ed., The Future of History, Vanderbilt: University Press, 1977, pp. 3-42

Bloch, Marc, The historian's craft, Manchester, 1954.

	Programme Objectives (POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1				**3**				**3**	
CO2				**3**				**3**	
CO3				**3**			**3**		
CO4				**3**			**3**		
CO5				**3**					3

1-Low, 2- Medium and 3- High Correlation

<p style="text-align:center">Introduction to Environmental History</p>

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

This course is designed to expose the students to environmental history of India from ancient to modern times.

CourseOutcomes

Upon completion of the course students should be able to:

- ✓ Have in-depth knowledge about the relation between human beings and their environment from ancient to modern times.
- ✓ Critically assess contemporary environmental problems from a historical perspective.
- ✓ Understand the colonial legacy to India's contemporary environmental predicaments.
- ✓ Have a better ability to address the present environmental crisis.

MODULE I: Ecology in India's ancient past: Physical environment and living populations - Indus and Vedic relation with environment - ancient empires and the environment- environmental ideas in religious texts - Hindu, Buddhists, Jain and Islamic texts - caste and ecological adaption- relation to forest dwellers

No of hours: 09

Essential Reading
1. Makhan Lal, "Iron Tools, Forest Clearance and Urbanisation in the Gangetic plain," in *India's Environmental History: A Reader,* Vol 1
2. VN Mishra, "Climate, a Factor in the Rise and Fall of the Indus Civilisation," in *India's Environmental History: A Reader*, Vol 1

Additional Reading

1. Romila Thapar, "Perceiving the Forest: Early India," in *India's Environmental History: A Reader*, Vol 1
2. Michael H Fisher, *An Environmental History of India*, Chapter 2, Chapter 4

Learning Outcomes

After completion of this Module, the student will be able to

- Understand the relation between environment and pre-historic humans   L1
- Understand how ecology was treated by ancient empires L4
- Analyse the relation of forest and forest dwellers with settled agrarian commModuleies   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE II:Environment during the medieval period from 8ᵗʰ to 16ᵗʰ centuries: Rise Jewish, Christian and Muslim immigrants and environment- immigrants and new animal and plant species- Sufi hydraulic technologies- expansion of agriculture, relation with pastoralists and forest dwellers-wildlife histories

No of hours: 09

Essential Readings

1. Michael H Fisher, *An Environmental History of India*, Chapter 5

Additional Readings

2. Mahesh Rangarajan and K Sivaramakrishnan, *India's Environmental History: A Reader*, Vol 1

LearningOutcomes:
After completion of this Module, the student will be able to

- Understand the ecological transformations with the coming of migrants L3
- Understand the relation between Islam and ecology   L1
- Critically examine the evolution of wildlife histories   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE III:Environmental history during Mughal period- human non-human relation- new modes of exploitation of natural resources-rivers and forests-environment in court literature, art, culture

No of hours: 09

Essential Readings

1. Divyabhanusinh, "Lions, Cheetahs, and Others in the Mughal Landscape,"in *Shifting Ground: People, Animals, and Mobility in India's Environmental History*

2. Divyabhanusinh, "At the Court of the Great Mughals," in *India's Environmental History: A Reader*, Vol 1

LearningOutcomes:

AftercompletionofthisModule,thestudentwillbeable to

- Understand ecological innovations during the Mughal empire   L1
- Critically examine Mughal patterns of natural resource exploitation   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE IV:British colonialism and indigenous ecology: British colonialism-transformation in modes of resource use- management of forest resources- railways and canals- hydro electric projects- disease and ecology- the colonial inheritance

No of hours: 09

Essential Reading

1. James Beattie, "Recent Themes in the Environmental History of the British Empire," History Compass, 2012, 10/2:129–39
2. G. A Barton and B. M. Bennett "Environmental Conservation and Deforestation in British India 1855–1947: A Reinterpretation," Itinerario, 2008, 32:83–104.
3. Rohan D'Souza, "Water in British India: The Making of a 'Colonial Hydrology'," History Compass, 2006, 4/4:621–28

Additional Reading

1. Arnold, David, and Ramachandra Guha, eds. *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, 1995, Oxford University Press.

Learning Outcomes

AftercompletionofthisModule,thestudentwillbeable to

- Know the main themes of environmental history of the British Empire   L3
- Understand the colonial roots of post colonial ecological problems   L2
- Understand modes of indigenous resistance to ecological colonialism L3

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE V: Environmental history in the post-colony: Anthropogenic flood, draught, salinisation, air pollution- Post colonial environmental laws- India's participation in international climate conventions - green parties and ideology-environmental movements - Chipko movement- Narmada Bachaomovement- Silent Valley movement- voices from the margin- women and environment

No of hours: 09

Essential Reading

1. Michael H Fisher, *An Environmental History of India*, Chapter 9, Chapter 10

Additional Readings

1. Dipesh Chakrabarty, "The Climate of History: Four Theses," Critical Inquiry, 2009, 35:197–222

Learning Outcomes

After completion of this Module, the student will be able to

- Understand the major environmental problems in post colonial India   L2
- Analyze the connections between India's environmental problems and the global environmental crisis   L4

Pedagogytools: Blendedlearning,videolectures,self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Textbook(s):

1. Mahesh Rangarajan and K Sivaramakrishnan, *India's Environmental History: A Reader*, Orient Blackswan, 2013, Vol 1 & 2

2. Michael H Fisher, *An Environmental History of India: From Earliest Times to the Twenty-First Century*, Cambridge University Press, 2018.

Additional Reading

1. Arun Agrawal, and K. Sivaramakrishnan, eds. *Agrarian Environments: Resources, Representations, and Rule in India*, Duke University Press, 2000.

2. Arun Agrawal, *Environmentality: Technologies of Government and the Making of Subjects*, Duke University Press, 2005.

3. Camille Cole, "From Forest to Delta: Recent Themes in South Asian Environmental History," *South Asian History and Culture*, 2016, 7/2:208–19.

4. David Arnold, and Ramachandra Guha, eds. *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, Oxford University Press, 1995.

5. David Arnold, *Famine: Social Crisis and Historical Change*, Basil Blackwell, 1988.

6. David Arnold, *Toxic Histories: Poison and Pollution in Modern India*, Cambridge University Press, 2016

7. Dipesh Chakrabarty, "The Climate of History: Four Theses," *Critical Inquiry*, 2009, 35:197–222

8. G. A Barton and B. M. Bennett "Environmental Conservation and Deforestation in British India 1855–1947: A Reinterpretation," *Itinerario*, 2008, 32:83–104.

9. Gregory Barton, *Empire, Forestry and the Origins of Environmentalism*, Cambridge University Press, 2002.

10. James Beattie, "Recent Themes in the Environmental History of the British Empire," *History Compass*, 2012, 10/2:129–39

11. Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, Oxford University Press, 2012.

12. Mahesh Rangarajan and K Sivaramakrishnan, *Shifting Ground: People, Animals and Mobility in India's Environmental History*, Oxford University Press, 2014

13. Nandini Sinha Kapur, *Environmental History of Early India: A Reader*, Oxford University Press, 2011.

14. Peter Mollinga, "Farmers' Suicides as Public Death: Politics, Agency and Statistics in a Suicide-Prone District (South India)," *Modern Asian Studies*, 2015, 40/5: 1580–605.

15. Ramachandra Guha, "Mahatma Gandhi and the Environmental Movement" in Ramachandra Guha and Juan Martinez-Alier, eds., *Varieties of Environmentalism: Essays North and South* (Earthscan), 1997, pp. 153–68.

16. Rohan D'Souza, "Water in British India: The Making of a 'Colonial Hydrology'," *History Compass*, 2006, 4/4:621–28

17. Sumi Krishna, *Agriculture and a Changing Environment in North-eastern India*, Routledge, 2012.

	ProgrammeObjectives(POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1		3					**3**		
CO2				**3**			**3**		
CO3			3					**3**	
CO4				**3**				**3**	

1-Low,2-Mediumand3-HighCorrelatio

HISTORY OF MEDIEVAL EUROPE 280-1000 AD

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

This course is designed to expose the students to early medieval Europe, its polity and evolution.

Course Outcomes

Upon completion of the course students should be able to:

☐   Students will understand features of medieval Europe

☐   Analyse the evolution of polity during the medieval times in connection with feudalism

☐   Students will develop critical thinking towards distinctive features of medieval European economy

☐   Their study of medieval Europe will equip students with a better ability to understand the patterns of world politics

Course Introduction: From History to Medieval History   (9 Hours)

Module I: The Crisis of the Roman Empire: Roman Empire in Crisis-Fall of the Western Roman Empire-Barbarian Invasions- The Barbarian Kingdoms- the Goths- the Franks- – the Vandals

MODULE II: Christianity: Early Beginnings : Rise of Christianity- Constatine's Conversion- the Christian Church- the Bishop of Rome- Monasticism

(9 Hours)

MODULE III: The Byzantine Empire - The Eastern Roman Empire- Reign of Justinian- Arab inroads- Administration, social and religious life

(9 Hours)

MODULE IV: Origin and Expansion of Islam : Mohammad and Arban Conquests- the Caliphate- contribution of Islam to Mediterranean science, art, culture

(9 Hours)

MODULE V: Charlemagne and the Carolingian Empire: Rise of the Carolingian Franks- Reform- Renaissance- Decline- Emergence of the Vikings- Viking raids and their impact

(9 Hours)

MODULE –VI   Medieval Society and Economy in Europe: Towns- Trade- Feudalism- Final discussions- A 'dark' or 'middle' Ages?

(9 Hours)

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Textbook(s):

1.   Chris Wickham, The Inheritance of Rome: A History of Europe from 400 to 1000, Viking, 2009.

2.   Morris Bishop, The Middle Ages, Houghton Mifflin Harcourt, 2001.

Additional Readings

1.   AHM Jones, Constantine and the Conversion of Europe, University of Toronto Press, 1978

2.   Carlo M. Cipolla, ed, The Fontana Economic History of Europe. Vol. 1: The Middle Ages. Barnes and Noble Books, 1976

3.   Georges Duby, The Early Growth of the European Economy, Cornell University Press,1978.

4.   Jonathan Porter Berkey, The Formation of Islam: Religion and Society in the Near East, 600-1800, Cambridge University Press, 2003.

5.   Judith M. Bennett & C. Warren Hollister, Medieval Europe: A Short History, McGraw Hill, 2006.

6.   Marc Bloch, Feudal Society, Routledge & Kegan Paul, Vol 1 & 2, 1965.

7.   Marc Bloch, The Historian's Craft, Manchester University Press, 1992.

8.   P. Garnsey and Saller, The Roman Empire, University of California Press, 2014

9.   P. K. Hitti, History of the Arabs, Macmillan International Higher Education, 2002.

10.   Perry Anderson, Passages from Antiquity to Feudalism, Verso; Reprint edition, 2013

11.   Peter Brown, The World of Late Antiquity: AD 150-750, Harcourt Brace Jovanovich, 1971.

History of Gender and Development

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: None

Course Code:

Contact Hours: 45

L	T	P	S	J	C
3	0	0	0	0	4

Course Description

This course is designed to expose students to the history of gender and development in India during the modern and contemporary period.

CourseOutcomes

Upon completion of the course students should be able to:

- ✓ Understand the colonial legacy of India's present gender and development problems.
- ✓ Understand the shifts in various gender and development approach.
- ✓ Critically assess the male biases in contemporary development programmes in India.
- ✓ Understand the nature of gender discrimination in unorganized and organized sectors of the economy
- ✓ Assess the role of feminist movements in bringing about renewed focus on gender and development in post-colonial India

MODULE I: Indian women's movement in historical perspective: A brief overview of the British colonial period - Gender in the colonial-nationalist encounter – sati - age of consent debate - widow remarriage - child marriage - role of women in national movements

No of Hours: 09

Essential Readings

Samita Sen, "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective."

Tanika Sarkar, "A Prehistory of Rights: The Age of Consent Debate in Colonial Bengal," 601-622.

Additional Reading

Sumit Sarkar and Tanika Sarkar, eds. *Women and Social Reform in Modern India: A Reader*, Vol 1

Radha Kumar, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990.*

Learning Outcomes

After completion of this Module, the student will be able to

- Understand the women's movement during the British colonial period   L1
- Understand major public debates related to gender L1
- Understand the role of women in anti-colonial nationalist movements   L1

 Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE II:Transformation from women to gender in development discourse - Women in development approach - women and development (WAD) approach - shift to gender and development (GAD) approach – women, environment and development approach in the global south

No of Hours: 09

Essential Readings

Diane Elson, "Male bias in the development process: an overview," In *Male Bias in the Development Process*, pp: 1-28.

Carol Miller, and Shahra Razavi. "From WID to GAD: Conceptual shifts in the women and development discourse," No. 1. UNRISD Occasional Paper, 1995.

Additional Reading

Carolyn Moser, *Gender Planning and Development*, Chapter 1

LearningOutcomes:
After completion of this Module, the student will be able to

- Understand the transformation from women to gender in development discourse L2
- Understand the various shifts in the gender and development approach   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE III:Gender, development and the post-colonial state - Renewed focus on gender and development – ministries of women and child development – national commission for women - landmark policies - status of women report 1974 - women's property right - Hindu Code Bill - legislative interventions-role of NGOs

No of Hours: 09

Essential Reading

K Kapadia (ed.), *Violence of Development: The politics of identity, gender and social inequalities in India*, Introduction, Chapter 3

Government of India, "Towards Equality: Report of the Committee on the Status of Women," Ministry of Educational Social Welfare, 1974

Additional Reading

ME John, "Gender and development in India, 1970s-1990s: Some reflections on the constitutive role of contexts," pp 3071-3077.

LearningOutcomes:

AftercompletionofthisModule,thestudentwillbeable to

- Understand the role of new ministries and commissions for women in driving genderdevelopment agenda in contemporary India L2

- Critically examine the role of government policies in guaranteeing gender based development L3

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE IV:Gender and labour- Productive and non-productive work - equal remuneration act 1976 – gender discrimination at work and payment - women in organised and unorganised sector

No of Hours: 09

Essential Readings

Gary N Powell, "Introduction: Examining the Intersection of Gender and Work," In *Handbook of Gender and Work*

Additional Reading

Nirmala Banerjee, *Women Workers in the Unorganised Sector*, Sangam Books, 1985.

Report on Gender and Poverty in India, World Bank, Washington D.C., 1995.

Learning Outcomes

AftercompletionofthisModule,thestudentwillbeable to

- Understand the interface between gender, development and work   L3
- Understand modes of productive and non-productive labour women undertake L4
- Know the main problems faced by female workers in the organized and unorganized sector of the economy   L4

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE V: Women's movements and development discourse: Different waves of feminist movements since 1930s - Mahila Samity - All India Women's Conference - National Federation of Indian Women - Post-1975 campaigns, issues, challenges- local feminist struggles - women and empowerment

No of Hours: 09

Essential Readings

M Kullar, ed., *Writing the Women's Movement: A Reader,* Introduction, Chapter 2

Additional Reading

Aparna Basu and Bharti Ray, "Women's Struggle: A History of All India Women'sConference 1927- 1990", Manohar publications, 1990

Learning Outcomes

After completion of this Module, the student will be able to

- Understand the main feminist movements in India L5
- Analyze the connections women's movement and governmental developmental agendas   L3
- Understand the nature of local feminist struggles L5

Pedagogytools: Blendedlearning,videolectures,self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Textbook(s):

1. Valentine Moghadam, Chandra Talpade Mohanty, Sarah White, Diana L. Wolf, Deepa Shankaran, Lourdes Beneria, AysanSev'er et al. *The Women, Gender and Development Reader*. Bloomsbury Publishing, 2011.
2. Sumit Sarkar and Tanika Sarkar, eds. *Women and Social Reform in Modern India: A Reader*, Indiana University Press, 2008., Vol 1 & 2

Additional Reading

1. Aparna Basu and Bharti Ray, *Women's Struggle: A History of All India Women's Conference 1927-*

1990, Manohar publications, 1990

2. Caroline Moser, *Gender, Planning and Development: Theory, Practice and Training*, Routledge, 2012

3. Chandra Talpade Mohanty, "Under western eyes: Feminist scholarship and colonial discourses," In *Third World Women and the Politics of Feminism*, eds Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, Indiana University Press, 1991, pp 51-80

4. Christine Heward and Sheila Bunwaree (eds), *Gender, Education & Development: Beyond Access to Empowerment*, Zed Books, 1999

5. Deborah Eade (ed), *Development With Women*, Rawat Publications, 2006

6. Devaki Jain, *Women, Development and the UN: A Sixty Year Quest for Equality and Justice*, Indiana University, 2005

7. Diane Elson ed., *Male Bias in the Development Process*, Manchester University Press, 1995.

8. Gabriele Dietrich, *Reflections on the Women's Movement in India*, Harizan India Books, 1992

9. Gary N Powell, ed., *Handbook of Gender and Work*, Sage, 1999.

10. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, 1996

11. Gita Sen and Caren Grown, *Development Crises and Alternative Visions: Third World Women's Perspectives*, Routledge, 2013.

12. Government of India, "Towards Equality Report of the Committee on the Status of Women," Ministry of Educational Social Welfare, 1974.

13. J Dreze and A Sen, *India: Economic Development and Social OpportModuley*, Oxford University Press, 2002

14. JH Momsen, *Gender and Development*, Routledge, 2010

15. JN Pieterse, *Development Theory: Deconstructions/Reconstructions*, Vistaar, 2001.

16. K Kapadia (ed.), *Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*, Zubaan, 2002.

17. K Saunders (ed), *Feminist Post-Development Thought: Rethinking Modernity, Post-colonialism and*

Representation, Zed Books, 2002.

18. M Kullar, ed., *Writing the Women's Movement: A Reader*, Zubaan, 2005.

19. M Porter and E Judd, *Feminists Doing Development*, Zed books, 1999

20. Martha Nussbaum and Jonathan Glover, eds. *Women, Culture, and Development: A Study of Human Capabilities*, Oxford University Press, 1995.

21. ME John, "Gender and Development in India, 1970s-1990s: Some Reflections on the Constitutive Role of Contexts," *Economic and Political Weekly*, 1996, pp.3071-3077.

22. N Menon (ed.), *Gender and Politics in India*, Oxford University Press, 1999.

23. N Visvanathan, L. Duggan, L Nisonoff and N Wiegersma (eds.), *The Women, Gender and Development Reader*, Zubaan, 1997.

24. Narasimhan W Sakuntala, *Empowering Women*, Sage, 1999

25. Neera Desai, ed., *A Decade of Women's Movement in India*, Himalaya Publishing House, 1988.

26. Nirmala Banerjee, *Women Workers in the Unorganised Sector*, Sangam Books, 1985.

27. Report on Gender and Poverty in India, World Bank, Washington D.C., 1995.

28. Samita Sen, "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective. World Bank," Development Research Group/Poverty Reduction and Economic Management Network, 2000.

29. Sumit Sarkar and Tanika Sarkar, eds. *Women and Social Reform in Modern India: A Reader*, Indiana University Press, 2008., Vol 1 & 2

30. Tanika Sarkar, "A Prehistory of Rights: the Age of Consent Debate in Colonial Bengal," *Feminist Studies* 26, no. 3 (2000): 601-622.

31. Valentine Moghadam, Chandra Talpade Mohanty, Sarah White, Diana L. Wolf, Deepa Shankaran, Lourdes Beneria, AysanSev'er et al. *The Women, Gender and Development Reader*, Bloomsbury Publishing, 2011.

	ProgrammeObjectives(POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1		3					**3**		
CO2				**3**			**3**		
CO3			3					**3**	
CO4				**3**				**3**	
CO5				**3**					3

1-Low,2-Mediumand3-HighCorrelation

Legal History of Ancient And Medieval India

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: None

Course Code:

Contact Hours: 45

L	T	P	S	J	C
4	0	0	0	0	4

Course Description

This course is designed to expose the students to legal history of India from ancient to early medieval India.

CourseOutcomes

Upon completion of the course students should be able to:

- ✓ Have in-depth knowledge about the Legal system of Ancient and early medieval India.
- ✓ Critically assess contemporary Legal problems from a historical perspective.
- ✓ Understand the growth of present day legal system over various time frames.
- ✓ Have a better ability to address the present Legal system.

MODULE I: Ancient Indian Legal System – Life and Administration during various ages – Indus Valley Civilization and position of women- Theory of Kingship and Legal Institution during Vedic period- Society, marriage and polity and monarchy and legal aspects within the society in the Later Vedic period.

No of hours: 09

Essential Reading
Altekar, A.S., State and Government in Ancient India, MotilalBanarsidas (2005), pp12-37

Yerankar, Shriram, Village Administration in Ancient India, The Indian Journal of Political Science, Vol 65, No.1 (Jan 2004), pp 87-100

Learning Outcomes

After completion of this Module, the student will be able to

- Understand the relation between society and Legal institutions   L1
- Understand how these institutions were treated in ancient and medieval India   L4
- Analyse the growth of Law and Legal Institutions   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE II:Classical Laws – Sources of Dharma – Varna system – untouchability- Slavery- King and his council – Governance of villages and towns- Marriage and duties related to it – position of women and crime against women – Types of courts and procedure related to them.

No of hours: 09

Essential Readings

Justice M.RamaJois, Legal and Constitutional History of India (2010), Universal Law Publishing Co. Pvt. Ltd, New Delhi, pp 1-81, pp 246-283, 304-316 and 489- 515.

LearningOutcomes:
After completion of this Module, the student will be able to

- Understand the various sources of laws in ancient India L3
- Understand the various basic aspects of life in relation to laws L1
- Critically examine the legal system in ancient India   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE III:Mauryan and Gupta Empire – Arthashastra and its importance- Saptanga theory- Administration under Chandragupta Maurya- Ashoka's Policy of Dhamma- Administration, Economy and society under Guptas

No of hours: 09

Essential Readings

Bhattacharjee, Biman, Position of Women in Kautilya'sArthashastra, International Journal of Humanities & Social Science Studies (IJHSSS) Vol IV, Issue IV, (2018) pg 108-115

LearningOutcomes:

AftercompletionofthisModule,thestudentwillbeable to

- Understand administrative setup of Mauryans and Guptas   L1
- Critically examine the Economy of this period   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE IV:Early medieval period – Regional polity between 8th-13th century – trade and commerce and trading commModuleies – society – establishment of Delhi Sultanate- Crime and punishment under the Delhi Sultans- sources of Islamic law – Judicial organization – Cases related to theft and highway robbery- official corruption – homicide

No of hours: 09

Essential Reading

Chandra, Satish, Historiography, Religion and State in Medieval India (1996), Har-Anand Publications Pvt Ltd, pp 174-193

Qureshi, I.A., The Administration of Sultanate of Delhi, Lahore, 2nd Ed, Ph.D. thesis (1944), pp 57 onwards.

Learning Outcomes

AftercompletionofthisModule,thestudentwillbeable to

- Know the main themes Legal system in early medieval India under the Delhi Sultanate   L3
- Understand the how various crimes were being dealt under the Delhi sultans   L2
- Understand sources of Law during this period   L3

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE V: Legal system under the Mughals – Mughal Theory of Sovereignty- ruling class- Mughal Administration- central, provincial and local- Emperor and his court –sources and administration of justice – various cases – robbery and theft- murder- Bribery and embezzlement- offences against the state

No of hours: 09

Essential Reading

Saran, The Provincial Government of the Mughals, Allahabad (1941), pp 41-95
Sarkar, Sir Jadunath, Mughal Administration, Calcutta, Co. 1, Orient Longmans (1972), pp 1-25

Learning Outcomes

After completion of this Module, the student will be able to

- Understand the Legal institutions during the Mughal period L2
- Understand the various crime and punishments related to them   L4

Pedagogytools: Blendedlearning,videolectures,self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

References

1. A.S.Altekar, *State and Government in Ancient India,*MotilalBanarsdass, Banaras, 2005.
-   *The Position of Women in Hindu civilization,* MotilalBanarsidas, 2005.
2. Basham, A.L., *The Wonder that was India,* Vol I, Rupa& Co. (1997)
3. Beni Prasad, *Theory of Government in Ancient India (post Vedic),* The Indian Press Ltd, Allahabad, 1927.
-   *State in Ancient India,* Indian Press, Allahabad, 1928.
4. Bhandarkar, D.R., *Some Aspects of Ancient Indian Polity,* Banaras Hindu University, 1929.
5. Chandra, Satish, *Medieval India, A History Textbook, for Class X, NCERT.*
6. Chitnis, K.N., *Socio-Economic Aspects of Medieval India,* Pune (1979)
    -   *Glimpses of Medieval India Ideas and Institutions*, 2nd Ed, Pune, (1981)
7. Day, U.N., *The Government of the Sultanate,* Elsevier Science Ltd., (1995).
8. Ghosal, U.N., *A history of Indian Political Ideas: The Ancient Period and the period of transition to the middle ages,* Oxford University Press, (1959).
9. Gokhale, B.G., *Ancient Indian- History and Culture Part I,* University of Nagpur (2010)
10. Jayaswal, K.P., *Hindu Polity,* Eastern Book House, Calcutta (1988)
11. Jois Rama, *Legal and Constitutional History of India,* Universal Law Publishing House (2004)
12. Jha, Dwijendra Narayan, *Ancient India: In Historical Outline,* Manohar Publishers & Distributors, New Delhi.
13. Kane, P.V., *History of Dharmashastra*, 4 Vols, Oriental Book Agency, 1929.
14. Kosambi, D.D., *An Introduction to the Study of Indian History,* Popular Book Depot, Mumbai, (2002)
15. Kulshrestha, V.D. and Gandhi, B.M., *Landmarks in the Indian & Constitution History,* Eastern Book Company, Lucknow (2011)
16. Majumdar, R.C., *History and culture of Indian People,* BharatiyaVidyaBhavan, Vol I & II (1988)
17. Mookerji, R.K., *Local Self Government in Ancient India,* Oxford University Press, 1929.
18. Nath, Nagendra, *Law, Aspects of Ancient India Polity,* Oxford University Press (1921)
19. Sen, A.K., *Studies in Ancient Indian Political Thought,* Calcutta (1926)
20. Qureshi, I.A., *The Administration of Sultanate of Delhi,* Lahore, 2nd Ed, Ph.D. thesis (1944)
    -   *The Administration of Mughal Empire,* Patna (1973)
21. Saran, *The Provincial Government of the Mughals,* Allahabad (1941)
22. Sarkar, Sir Jadunath, *Mughal Administration,* Calcutta, Co. 1, Orient Longmans (1972)

23. Sharma, S.R., *Mughal Government And Administration,* Bombay, 1951
24. Thapar, Romila., *The Penguin History Early India: From the Origin to 1300 A.D,* Penguin Books Ltd, 2002.
25. Cambridge, *Economic History of India Vol I. c. 1200 –c 1750,* Hyderabad, (2002).

	ProgrammeObjectives(POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1		3					**3**		
CO2				**3**			**3**		
CO3			3					**3**	
CO4				**3**				**3**	

1-Low,2-Mediumand3-HighCorrelation

New Social Movements

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

This course is designed to familiarize the students with new social movements in India, sociological approaches to its study. It also focuses on several major movements and revolutions in India.

Course Objectives
Upon completion of the course students should be able to:

- To understand new social movements in India.
- To identify and analyze various sociological approaches
- To focus on major movements and revolutions

MODULE-I   Defining social movements- theories and concepts of social movement- features, typology of social movements **No.Hours - 9**

Learning Outcomes:

After completion of this Module, the student will be able to

○	Understand the basic aspects of what social movements are	L1
○	Understand the their features and typologies	L2
○	to understand their importance	L2

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE II - Defining revolution - theories and concepts of revolutions- features, typology of revolutions- intersection of social movements and revolutions

No.hours - 9

Learning Outcomes:
After completion of this Module, the student will be able to

	Understand the basic aspects of what revolutions are	L1
○	Understand the their features and typologies	L2
○	to understand their importance	L2

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - III   Historical background- national movement and roots of socialism- Anti caste movement – women's movement

No.Hours - 9

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand the historical background   L3
- Understand the anti caste and women's movement   L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - IV   Farmer's movement- Environmental movement – working class- tribal movement

No. Hours – 9

Learning Outcomes:
After completion of this Module, the student will be able to

- Understand various movements   L4
- Understand their significance   L5

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE - V class and caste question – student's movement – middle class movements

No.Hours – 9

Learning Outcomes:
After completion of this Module, the student will be able to

	Understand various movements	L4
○	Understand their importance	L5

Pedagogy tools: Blended learning, video lectures, self-reading

Essential Readings –

Omvedt, Gail, Reinventing Revolution: New Social Movements and Socialist traditions in India, USA.

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Textbook(s):

Shah, Ghanshyam, 1990, Social Movements in India; a Review of the Literature, Delhi, Sage.

Rao, M.S.A., 1979, Social Movements in India, New Delhi, Manohar

Dhanagare, D.N., 1983, Peasant Movements in Indian 1920-1950, Delhi, OUP

Banks, J.A. 1972: The Sociology of Social Movements, London, Macmillan.

Oommen, T.K., 1990, Protest and Change: Studies in Social Movements, Delhi; Sage.

Oommen, T.K., 2010, (ed.) Social Movements, Vol. I & II, New Delhi, OUP.

	Programme Objectives (POs)						**PSOs**		
	1	2	3	4	5	6	1	2	3
CO1				**3**				**3**	
CO2				**3**				**3**	
CO3				**3**			**3**		
CO4				**3**			**3**		
CO5				**3**					3

1-Low, 2- Medium and 3- High Correlation

Introduction to Historiography

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: None

Course Code:

Contact Hours: 45

Course Description

This course is designed to familiarise the students in the debates of history writing and intellectual history.

I. Introduction: Why Study Historiography?   (9 Hours)

II Written History: The Greco-Roman tradition   (9 Hours)

Heredotus – Thucydides - Levy and Tacitus

III. Medieval Historiography: European Historiography Medieval Chroniclers and Humanist Historians-Niccolo Machiavelli, Francesco Guicciardini, Paolo Sarpi and Devotional Historiography–

(9 Hours)

IV. Enlightenment historiography – Enlightenment History, Ranke and the Idea of Empiricist History-Romanticist historiography – Positivist school – Annales School (Lucien Febvre, Marc Bloch, Fernand Braudel, Roger Chartier) – Marx and Theories of History - Frankfurt School, British Marxist Historians

(9 Hours)

V. History and the Post-modern Turn- Michel Foucault and the History of the present- Edward Said and the Idea of Orientalism

(9 Hours)

Module VI: History and other Social Sciences: History and Sociology, History and Archaeology, History and Anthropology, History and Political Science, History and Linguistics, History and Economics, History and Literature.

(9 Hours)

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

References

Carr, E. H., What Is History? (London, 1961), 7-30, 87-108

Evans, R., In Defence of History (London, 1997), 75-102

Hughes-Warrington, M., Fifty Key Thinkers on History (London, 2001), 24-31

Jenkins, K., Re-thinking History (London, 1991), 5-26

Southgate, B., History: What and Why? (London, 1996), 12-57

Appleby, J., et al., Telling the Truth about History (New York, 1994)

Bentley, M., Modern Historiography: An Introduction (London, 1999)

Burke, P. (ed.), History and Historians in the Twentieth Century (Oxford, 2002)

Burke, P., History and Social Theory (Cambridge, 1992)

Elton, G. R., Return to Essentials (Cambridge, 1991)

Elton, G. R., The Practice of History (London, 1969)

Fulbrook, M., Historical Theory (London, 2002)

Gallie, W. B., Philosophy and the Historical Understanding (London, 1964)

Hexter, J. H., Reappraisals in History (London, 1961)

Iggers, G. G., New Directions in European Historiography (London, 1985)

Jenkins, K., On `What is History?` From Carr and Elton to Rorty and White (London, 1995)

Religion and Religiosity in India

L	T	P	J	S	C
3	0	0	0	0	3

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: Modern History

Course Code:

Contact Hours: 45

Course Description

This course is designed to help students understand various religious traditions that flourished in the Indian sub-continent through different ages.

Course Objectives

Upon completion of the course students should be able to:

- To understand various religious traditions in India
- To identify and analyse long term changes that each religious tradition undergoes in relation to its own past
- To understand the way in which each expanded or contracted

MODULE-I Major Religious Traditions through the Ages I – Vedic and Puranic traditions – Buddhism- Jainism- Ajivikas

No.Hours – 9

Essential Readings –

- Shrimali, K.M., Religion, Ideology and Society, in *Proceedings of Indian History Congress,* General Presidential Address, 66th Session, 1998.

- Chakrabarti, Kunal, *Religious Process: The Puranas and the Making of a Regional Traditions,* Oxford University Press, New Delhi, Chapter 2, pp 44-80.

Learning Outcomes:
After completion of this Module, the student will be able to

Understand the diverse religious traditions	L1
Understand the intellectual currents that questioned them	L2
Understand how they changed over a period of time	L2

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE II - Major Religious Traditions Through the Ages – Islam – Emergence of

Sikhism   **No Hours –** 9

Essential Readings –

- Digby, Simon (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.

- Grewal, J. S. (1993). Contesting Interpretations of the Sikh Traditions, Delhi: Manohar.

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand and analyse the changes that they undergo in   L3
  relation to their own past
- Examine the various developments   L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE III- Socialization and Dissemination – approaches to Brahmanization and
          Islamisation in Medieval period – Religious identities in medieval period
          No Hours – 9

Essential Readings –

- Eaton, Richard. (1987). 'Approaches to the Study of Conversion to Islam in India', in Islam
in Religious Studies, edited by Richard C. Martin, New York: One World Press, pp. 106-23.

- Chakrabarti, Kunal. (1992). 'Anthropological Models of Cultural Interaction and the Study of
Religious Process', Studies in History, vol. 8 (1), pp. 123-49.

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand and analyse the changes that they undergo in   L3
  relation to their own past
- Examine the various developments   L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULE IV: Mobilization of Religion – religious boundaries and liminal spaces - construction of modern religious identities

9 Hours

Essential Readings –

- Green, Nile. (2011). Bombay Islam: The Religious Economy of the West Indian Ocean, Delhi: Cambridge, pp 49-89.

- Oberoi, Harjot. (1994). The Construction of Religious Boundaries: Culture, Identity and Diversity in the Sikh Tradition, Delhi: OUP, . 1-40).

- Pandey, Gyanendra. (2006). The Construction of Communalism in Colonial North India, Delhi: OUP, pp. 201-261.

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand and analyse the changes that they undergo in   L3
  relation to their own past

- Examine the various developments   L3

Pedagogy tools: Blended learning, video lectures, self-reading

MODULEV- Religion, Secularism & Nation-State – Secularism and Indian Constitution- Communal and Secular ideas

No.Hours - **9**

Essential Readings –

Sen, Amartya. (2005). 'Secularism and Its Discontents', in idem, The Argumentative Indian, Penguin, pp. 294-316.

• Jha, Shefali. (2002). 'Secularism in the Constituent Assembly Debates, 1946-1950', Economic and Political Weekly, vol. 37, no. 30, pp. 3175-3180

Learning Outcomes:

After completion of this Module, the student will be able to

- Understand how modern Indian state & constitution dealt
  issues of multiplicity of beliefs and practices

- Examine the various developments

Pedagogy tools: Blended learning, video lectures, self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

2.Short Assignments/Tests : 4 (out of 5) tests, each for 5 points = **20 points**

3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Legal History of Ancient and Medieval India

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Major Elective

Course Level: 300

Course Credits: 4

Course Prerequisites: Modern History

Course Code:

Contact Hours: 45

Course Description

This course is designed to expose the students to Law and Legal institutions in modern India.

CourseOutcomes

Upon completion of the course students should be able to:

- ✓ Have in-depth knowledge about the Legal system of modern India.
- ✓ Critically assess contemporary Legal problems from a historical perspective.
- ✓ Understand the growth of present day legal system over various time frames.

MODULE I: English East India Company – establishment and Growth of EIC- Charter Act of 1600, 1609, 1661, 1726 and 1753- Dual system of administration and Adalat system of Bengal – Warren Hastings and his plan of 1772- Regulating Act of 1773- Charter Act of 1774 – Reform of 1781- Pitt's India Act 1784

No of hours: 09

Essential Reading
Talboys, Wheeler.J., Indian under the British rule from the foundation of the East India Company, Macmillan and Co, London, 1886, p 1-39.

Learning Outcomes

After completion of this Module, the student will be able to

- Understand the relation between society and Legal institutions   L1
- Understand how these institutions were treated in modern India   L4
- Analyse the growth of Law and Legal Institutions   L2

 Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE II: Post 1784 - Judicial Reform of Cornwallis – Judicial reforms of William Bentinck- Charter Act of 1833- Privy Council – First Law Commission (1835) and Second Law commission (1958)- Charter Act of 1853 – Revolt of 1857 and its impact on administration

No of hours: 09

Essential Readings

Jain, M.P., Outlines of Indian Legal and Constitutional history, Lexis Nexis, Edition 7, 2016, pp 195-218.

LearningOutcomes:

After completion of this Module, the student will be able to

- Understand the various sources of laws in modern India L3
- Understand the various basic aspects of life in relation to laws L1
- Critically examine the legal system in modern India   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE III: Social Awakening and Legal reforms – Socio-religious movements of 19th century – Abolition of Sati Act 1828- Abolition of Slavery Act 1833- Caste Disability Removal Act 1850 – Infanticide Act

No of hours: 09

Essential Readings

Jain M.P., *OutlinesofIndianLegalandConstitutionalHistory*, Wadhwa and Company, Edition VI. (2009)

LearningOutcomes:

AftercompletionofthisModule,thestudentwillbeable to

- Understand administrative setup of Mauryans and Guptas   L1
- Critically examine the Economy of this period   L2

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE IV: New Phase 1858 onwards – Indian Councils Act 1861- Indian High Courts Act 1911- Indian Councils Act of 1892- INC – Role of Press- Constitutional reforms- administrative and other reforms –

No of hours: 09

Essential Reading

Jain, M.P., Outlines of Indian Legal and Consitutional History, Lexis Nexis, Edition 7, 2016, pp 515-562.

Learning Outcomes

Aftercompletionofthis Module,thestudentwillbeable to

- Know the main themes Legal system in Modern India under the British rule   L3
- Understand various acts and their impact under the British rule L2
- Understand sources of Law during this period   L3

Pedagogytools: Blendedlearning, videolectures,self-reading

MODULE V: Period after 1909 -Government of India Act 1909 (Communal Electorates) – Government of India Act 1919 (Diarchy in the Provinces) – Government of India Act 1935 (Federal Courts, Privy Council) – Accession of Princely states, reorganization of state and Growth of regionalism

No of hours: 09

Essential Reading

Journal of the Society of Comparative Legislation, Vol. 11, No.2 (1911), pp. 243-254.

Jain, M.P., Outlines of Indian Legal and Consitutional History, Lexis Nexis, Edition 7, 2016, pp 565-569.

Learning Outcomes

After completion of this Module, the student will be able to

- Understand the Legal institutions during the Modern India L2
- Understand the development of present administrative and legal system   L4

Pedagogytools: Blendedlearning,videolectures,self-reading

Evaluation Scheme with schedule:

70% of the grade will be determined through continuous evaluation, and an end-of-semester examination will contribute towards the remaining 30%. The following modes of assessment will be followed for the continuous evaluation:

1.Quizzes : 4 (out of 5) quizzes, each for 2.5 points = **10 points**

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3.Long Test/Analytical Assignment : 2, each for 20 points = **40 points**

Each module will have one quiz and one test in the week where the module is completed. The long tests/analytical assignments will be held mid-way through the course and at the end of the course, prior to the end-of-semester examination.

Recommended Text Book:-

Jain M.P., *OutlinesofIndianLegalandConstitutionalHistory*, Wadhwa and Company, Edition VI. (2009)

Additional Reading

B.L. Grover, S.Grover., A New Look at Modern Indian History, S. Chand. (2004)

Chandra Bipan, Mukherjee Mridula, Mukherjee Aditya, Pannikar, K.N. Mahajan Sucheta., India's Struggle for Independence, Penguin. (1989)

Chandra, Satish., Medieval India, A History Textbook, for Class X, NCERT.

Chitnis, K.N., Socio-Economic Aspects of Medieval India, Pune (1979)

    - Glimpses of Medieval India Ideas and Institutions, 2nd Ed, Pune, (1981)

Day, U.N., The Government of the Sultanate, Elsevier Science Ltd., (1995)

H.L.O. Garren & Abdul Hamid, A Constitutional History of India, 1600-1935.London. 1936

	ProgrammeObjectives(POs)						PSOs		
	1	2	3	4	5	6	1	2	3
CO1		3					**3**		
CO2				**3**			**3**		
CO3			3					**3**	
CO4				**3**				**3**	

1-Low,2-Mediumand3-HighCorrelation